

UNIVERSITY *of*  
NORTHERN COLORADO



Student Handbook

Ed.S. in  
School Psychology

On-Campus – Greeley  
Off-Campus - Denver

Revised March 2008

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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 School of Applied Psychology & Counselor Education at the University of Northern Colorado (both our on- and off-campus location). Students are responsible for familiarizing themselves with all information in this handbook as well as in the UNC Catalog (see UNC website [www.unco.edu](http://www.unco.edu)) that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the completion of your school psychology degree.

### Program Description

The Programs in School Psychology are housed within the School of Applied Psychology & Counselor Education and offer graduate training at two levels:

- Educational Specialist (Ed.S.)
- Doctoral (Ph.D.)

The aim of these programs 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. Students who successfully complete either the Ed.S. or the Ph.D. are eligible for state licensure and national certification through the National Association of School Psychologists.

**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.

Because of the program's unique setting in the School of Applied Psychology & Counselor Education and the College of Education, students have the opportunity to work closely with Counseling Psychology, Counselor Education and Supervision, Psychology, Educational Psychology and Special Education faculty. 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.

## School Psychology Faculty

### **Dr. Michelle Athanasiou**

Dr. Athanasiou is a Professor of School Psychology and Coordinator of the Ph.D. program in School Psychology. She received her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995. Her research interests are in the areas of early childhood service delivery, parent and teacher consultation, and functional behavior assessment. She works from a developmental ecobehavioral model. Dr. Athanasiou currently serves as the Editor of *The School Psychologist*. She has a grant with colleagues at the University of Denver. This grant, Project InSPECT, provides an early childhood specialization to Ed.S.-level school psychology students. Dr. Athanasiou is a Nationally Certified School Psychologist and a licensed psychologist in Colorado.

### **Dr. Achilles Bardos**

Achilles N. Bardos, Ph.D., is a Professor of School Psychology and Coordinator of the Extended Degree school psychology program. A graduate of the Ohio State University, he has been a faculty member in the School of Applied Psychology & Counselor Education at the University of Northern Colorado since 1990. His teaching and research interests include intelligence, psychological and educational assessment, measurement, computer applications in psychology, and program evaluation. He has published many articles and presented over 80 papers and workshops at national and international conferences. He is the author of the *Basic Achievement Skills Inventory* (BASI: Bardos, 2003) a multilevel achievement test and the *BASI-Verbal & Math Skills Screener* (BASI: VMS; Bardos, 2003). He co-authored the *General Ability Measure for Adults* (GAMA: Naglieri, Bardos, 1997) a non-verbal intelligence test; the *Draw A Person: Screening Procedure for Emotional Disturbance* (DAP:SPED: Naglieri, McNeish, and Bardos, 1991) and has consulted in the development of other intelligence and personality tests. Dr. Bardos is the Associate Editor of the *Journal of Attention Disorders*.

### **Dr. Rik Carl D'Amato**

Rik Carl D'Amato is a Professor of School Psychology. He received a Ph.D. from Ball State University and his M.S. from the University of Wisconsin-Madison. His teaching and research interests include child and family interventions, clinical neuropsychology, hypnosis, professional issues in school psychology, use of technology in learning, performance assessment, and personality. He works from an ecological/systems and neuropsychological theoretical orientation. Dr. D'Amato just recently ended his tenure as the Editor-in-Chief of *School Psychology Quarterly*, the *School Psychology* journal for the American Psychological Association (APA). He is an APA Division 16: Fellow in School Psychology and past chair of the APA School Psychology Fellows Selection Committee. Additionally, he serves as a program reviewer for NASP, APA, and NCATE. At UNC he received the A. M. and Jo Winchester Distinguished Scholar award for his research and the M. Lucile Harrison Professor of Excellence Award for his teaching. A prolific scholar, in 1999 he was named as one of the top 30 editorial board members in the field of school psychology. In 2002 he received the University Leadership award by the UNC Chapter of Phi Delta Kappa. He has served as a Senior Fulbright Scholar in Latvia (the former Soviet Union). Dr. D'Amato is a nationally certified school psychologist and counselor.

### **Dr. Kathrine M. Koehler-Hak**

Dr. Koehler-Hak is an Assistant Professor of School Psychology. She received a Ph.D. in school psychology with an emphasis in early intervention from University of Oregon 1996 and an MA in psychology with an emphasis in counseling from Pepperdine University in 1991. She works within a problem-solving model of school psychology which incorporates applied behavior analysis, instructional design, formative evaluation, and effective teaching practices. Prior to teaching at UNC, Dr. Koehler-Hak worked for 13 years as a school psychologist in the public schools. Her roles included school psychologist, behavior interventionist and counselor. She provided leadership for the incorporation of a Response to Intervention model (RTI) including staff development, training, and collection and use of

local norms. Dr. Koehler-Hak has provided teacher training nationwide in the areas of early childhood assessment and intervention, effective teaching practices, early literacy development and intervention, Dynamic Indicators of Early Literacy Skills (DIBELS), and Curriculum Based Measurement (CBM). Areas of research interest include early intervention, early literacy assessment and intervention, and RTI. She is a Nationally Certified School Psychologist and a licensed school psychologist in Colorado.

**Dr. Robyn S. Hess**

Dr. Hess is an Associate Professor of School Psychology and Coordinator of the Ed.S. program in School Psychology. 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. She blends a cognitive behavioral orientation and an ecological perspective in her clinical work. Her research interests include school dropout/completion especially among Latino students, culturally responsive assessment and intervention, systemic interventions, and stress/coping in children. Dr. Hess currently serves on the Executive Board of the Trainers of School Psychologists and just recently ended her tenure as the Section Editor for *School Psychology Quarterly*. Dr. Hess is a licensed school psychologist and a licensed psychologist in Colorado.

## Program Philosophy

The Programs in School Psychology at the University of Northern Colorado are designed to prepare school psychologists who can apply knowledge in psychology and education to a variety of settings. UNC's School Psychology program is based on the scientist-practitioner model of training. Therefore, the school psychologist is viewed as a behavioral scientist whose primary goal is to develop a school-community environment which optimizes the cognitive, socio-emotional, moral, and general psychoeducational growth of the child and adolescent, and minimizes the incidence and effects of learning problems and emotional and behavioral disorders. Our general program goals are incorporated into the following 5 goal statements, followed by our 8 specific training objectives:

### Program Goals

**Goal 1:** 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, human 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. (Objectives 1, 3, & 4)

**Goal 2:** 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. Therefore, an emphasis on consultation and collaboration with families as well as other professionals is integral to the role of the school psychologist. As part of an interdisciplinary team, School Psychology students work with others to support the academic, social, and emotional development of the child. (Objectives 5 & 7)

**Goal 3:** The UNC School Psychology program prepares skilled interventionists who have knowledge about various intervention strategies that are associated with positive outcomes, as well 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 6)

**Goal 4:** 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 2)

**Goal 5:** The UNC School Psychology program prepares professionals who will act as child advocates and facilitate the optimization of the psychoeducational environment of the child. In doing so, the School Psychology students are knowledgeable of and adhere to the legal and ethical guidelines of the field. Additionally, students present themselves as professionals in all aspects of their functioning and regularly engage in ongoing professional development. (Objective 8)

## **Program 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 NASP Standards for School Psychology Practices.

### **1. Human Learning and Effective Instruction (CDE 11.06(2); NASP 2:3)**

School psychology students will have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. In practice, graduates of the Programs in School Psychology will collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

### **2. Informal and Formal Assessment : (CDE 11.06(3), NASP 2.:1, 2:9)**

School psychology students will have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. In doing so, they will have knowledge of the underlying research and statistics of these models as well as methods of program evaluation. In practice, graduates of the Programs in School Psychology will use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services across different levels (i.e., individual, system).

### **3. Typical and Atypical Human Development Processes: (CDE 11.06(4); NASP 2:4)**

School psychology students will have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. In practice, graduates of the Programs in School Psychology will collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals; and evaluate the effectiveness of these interventions.

### **4. Individual Diversity in Development and Learning: (CDE 11.06(5); NASP 2:5)**

School psychology students will have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. In practice, graduates of the Programs in School Psychology will demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

### **5. School and Systems Organization, Policy Development, and Climate: (CDE 11.06(6); NASP 2:6)**

School psychology students will understand the systemic nature of schools and other settings as well as specific knowledge of general education, special education, and other educational and related services. In practice, graduates of the Programs in School Psychology will work with individuals and groups to facilitate policies and practices that create and maintain a safe, supportive, and effective learning environment for children and others.

**6. Evidence-based Interventions and Programs:** (CDE 11.06(7); NASP 2:7)

School psychology students will have knowledge of evidence-based prevention and intervention approaches across universal, selected and targeted levels that are designed to improve the behavioral, social-emotional, and academic functioning of students. In practice, graduates of the Programs in School Psychology will provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. These programs include, but are not limited to, individual and group counseling, behavioral support planning, and school-wide programs.

**7. Consultation and Collaboration:** (CDE 11.06(8); NASP 2:2, 2:8)

School psychology students will have knowledge of different models of consultation and collaboration and of their application to family, school, and community systems. This knowledge base will include an understanding of family systems, including family strengths and influences on student development, learning, and behavior, and effective methods to involve families in education and service delivery. In practice, graduates of the Programs in School Psychology will collaborate effectively with families, educators, and others in the community in planning and decision-making at the individual, group, and system levels.

**8. Legal, Ethical, and Professional Practice:** (CDE 11.06(9); NASP 2:10, 2:11)

School psychology student will have knowledge of the history and foundations of their profession; up-to-date information sources and technology relevant to their work; of public policy development applicable to service delivery; and of ethical, professional, and legal standards. In practice, graduates of the Programs in School Psychology will practice in ways that are consistent with state and professional standards, incorporate technology to enhance their practice, and demonstrate involvement in their profession and a commitment to ongoing professional development.

## Program Training Model

The Program is based on a model which focuses on the interaction of the following areas: (1) content knowledge, (2) process skills, (3) contexts in which school psychological practice is to occur, and (4) training approaches. While discussed separately in the program model, these areas are thoroughly integrated throughout the program.

**1. Content Knowledge.** The principal knowledge base for a school psychologist is founded on the sciences of psychology and education. The content areas of cognition and learning, human development, community and social psychology, neuropsychological and biological bases of behavior, and personality and abnormal psychology are included in our program of study.

In addition to these core areas, specialized content knowledge in the areas of special education, ethics and law, measurement concepts, family contexts, and the influences of cultural, ethnic, and gender differences is considered important for effective functioning as a school psychologist.

**2. Process Skills.** The primary skill areas in which a school psychologist should have proficiency include assessment, intervention, consultation, and research.

**a) Assessment:** Optimization of the educational experience can only occur through a thorough understanding of the strengths and needs of the individual and also those of the environment in which learning takes place. Assessment occurs through formal and informal means and at many different levels (e.g., individual, systemic). Information from appropriate assessment guides decision-making, intervention planning, and program evaluation.

**b) Intervention:** Within a problem solving context, school psychologists identify the needs of the individual and develop appropriate intervention strategies that are empirically supported to address the presenting concerns. Intervention may be direct and/or indirect depending on the needs of the individual and the system and may include individual and/or group counseling, affective education, behavioral support planning, or classroom modification.

**c) Consultation:** A child's development may be facilitated or impaired by the environment in which he/she grows. The school psychologist is an active team member who works with families, teachers, and administrators to advance the psychological development and educational achievement of students. Consultation may occur at an individual or systemic level and is directed toward creating positive change. Facilitation of such change can occur through consultative techniques, such as direct work with teachers, in-service training, organizational development, and parent education and training.

**d) Research:** The effectiveness of the school psychologist will be enhanced through current knowledge of evidence-based practices. Additionally, school psychologists conduct ongoing evaluation of interventions and programs in their own settings for the purpose of continual improvement in service delivery.

**3. Contexts.** The school psychologist most often works within school settings, this individual is viewed as a professional within the community and must be able to work collaboratively with multiple stakeholders. The school psychologist must be a person capable of providing services not only to the individual child, but also to the classroom, school, family, educational system, and community as a whole, including state and federal agencies.

**4. Training Approaches.** Effective training in school psychology occurs through an integration of didactic and experiential learning. From the onset of their programs, students receive progressively more field-based training, moving from approximately 20 percent experiential at the inception of their training to 90 percent during the internship. In this way, the student gradually develops under careful supervision into an independent practitioner.

## **Program of Study**

The program of study includes the following areas:

### **1. Content Knowledge**

- a. Overview of history and foundations of school psychology
- b. Legal and ethical issues
- c. Developmental psychology
- d. Learning, cognition, motivation, and behavior analysis
- e. Personality models; healthy and unhealthy personality (abnormal psychology)
- f. Social psychology; family and community contexts
- g. Biological and neuropsychological bases of behavior
- h. School systems; organization and climate
- i. Academic interventions for difficulties in literacy and math
- j. Individual and group differences as reflected in cultural, ethnic and gender differences

### **2. Clinical Skills**

- a. Assessment procedures: intellectual assessment; academic assessment including both formal and informal (e.g., CBM) methods, personality and behavioral assessment; early childhood assessment; teacher and family interaction patterns; and evaluation of the school and community systems
- b. Intervention: individual counseling children, adolescents, and families; functional behavioral assessment and support planning; crisis intervention, and systems intervention
- c. Consultation: mental health and behavioral consultation; teaching techniques (in-service training), and systems consultation

### **3. Practica**

- a. Observation of the school psychologist role and function within the school environment
- b. Supervised practice in assessment procedures
- c. Supervised practice in individual interventions with children and adolescents
- d. Supervised practice in behavioral intervention and consultation
- e. Supervised practice in evidence-based interventions or systems consultation
- f. Observation and supervised provision of special services in the schools and other child-related facilities

### **4. Research**

- a. Fundamentals of measurement
- b. Descriptive statistics
- c. Computer literacy
- d. Program evaluation models

### **5. Internship**

Minimum 1200 hours supervised internship for Ed.S. students.

(It should be noted that these areas are integrated throughout the program and are presented in this form as a means of simplification.)

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

**APCE listserv:** All APCE students are strongly encouraged to join the APCE listserv and school psychology listserv. Give your email address to one of the office staff and they will see that your name is added. The listserv is the most efficient way to distribute information such as class schedules, deadlines, and registration information. Additional listservs exist for each of the off-campus cohorts and provide information specific to scheduling, deadlines, etc. for each cohort. If your email changes, please let office staff know so that you can continue to receive these important emails.

**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. There are some classes that students need to sign up for and these sign up sheets will be available outside the APCE office in the Spring (for Summer and Fall) and in the Fall (for Spring Semester). Once the class lists are posted (indicating who is in the class), students have two weeks to decide whether to take the class. If the student drops and there are no alternate students signed up for the course (meaning the class is now under-enrolled), the student who dropped loses priority for the following semester.

**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.

**Student Rights and Responsibilities:** UNC students have certain rights and responsibilities that ensure a productive and effective learning community. Students are expected to know both their rights, responsibilities and the rules of conduct at UNC. This information can be found in the UNC student handbook at [www.unco.edu/dos/handbook/links.htm](http://www.unco.edu/dos/handbook/links.htm).

**Keeping Records for your Protection:** For your protection, you should keep a copy of all forms concerning your degree program. Such forms include the plan of study, directed study agreements, transfer of credit requests, annual review feedback forms, application for written comprehensive examination, application for graduation, etc.

**Advising:** Each newly admitted student is assigned an advisor from the School Psychology faculty. It is your responsibility to set up times to meet with your advisor concerning issues such as preparing a plan of study. If you decide to change your advisor as you advance in your program, you must clear this change with both your current advisor and your proposed advisor. The “change of advisor” form is available in the vertical file in the Clinic waiting room and must be filed in order to formally make this change. In the off-campus program, the off-campus coordinator serves as the advisor to all students.

All students are expected to meet with their advisors a minimum of one time 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 form is available at

<http://www.unco.edu/grad/forms/GS2003.pdf>

Alternative templates are also available from your advisor. 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.

**Residency:** Consistent with Graduate School rules, students must complete their program in six years. 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.

**Registration:** Registration information is available at

<http://www.unco.edu/regrec/registration.htm>

You may register in person, by telephone, or on the web. Some classes have restrictions including course prerequisites and consent of instructor.

**Graduate Student Association:** The Graduate Student Association (GSA) is open to all students in Applied Psychology & Counselor Education. Officers are elected annually from the total student membership. The GSA plans professional and social activities, provides funding for conference attendance, gets involved with “special” APCE activities, and elects voting representatives to standing committees. The faculty encourages and supports active participation in this organization.

**Graduate Student Resource Room:** At our Greeley campus, a Graduate Student Resource Room is available for study, small gatherings, or relaxation. Frequently, announcements are posted for graduate students along with notices of various professional and Graduate Student Association functions. The Denver location also has many areas for gathering as well as a lunch room. 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.

**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 <http://www.unco.edu/dos/handbook/main.htm>. An brief presentation of some of these policies are also found in this document.

**Directed Studies:** A Directed Study is a course in which a student may receive university credit for undertaking an individualized investigation under the direct supervision of a UNC faculty member. Because Directed Study (APCE622) is at the graduate level, the faculty member providing the supervision must be approved to teach graduate level courses. No faculty member will be authorized to supervise a directed study during a semester in which he or she is not actually employed on campus at UNC. A Directed Study investigation must be on a specific topic that is not duplicated by an existing course within the University’s curriculum. The nature of the study must involve intensive use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. See the UNC Catalog for more information.

**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 program length, as the time limit is begun when the transfer course was originally taken.

**Course Waivers:** In some instances, students who bring extensive coursework (e.g., Masters in School Counseling) are eligible for course waivers. These classes are not considered part of your program, instead the student typically has fewer required courses to take, depending on the number of courses waived. Complete information on this policy is available on in the Course Waiver Policy section of this Handbook.

**Sign-Up Sheets & Assigned Classes:** Some courses in the program have very limited enrollment. On-campus students will be placed in these classes using one of two procedures. First, some classes will have sign-up sheets placed in the hall across from the student resource room at the midterm of fall and spring semesters. Students wishing to register for these classes sign up on the sheets. Priority is given to students 1) for whom the course is required; and 2) who are nearer to the completion of their program.

For some required classes, it is more efficient to assign students to sections of the course. Students are assigned to sections of APCE 674, 678, 676, and 618 when there are multiple sections offered in a given year. Students will be given an opportunity to indicate a preference for section, and efforts will be made to honor requests. However, this is not always possible, and students are expected to register for the sections to which they are assigned.

Off-campus students do not need to sign up in advance for courses as their schedule will be established by the advisor who sets the program schedule. If you must deviate from the planned sequence, you will need to work with the advisor to find an alternative (e.g., taking the course on campus, taking the course off-campus with the next cohort).

**Off-Campus Registration:** If you are a student in the on-campus program, you may register for two courses or 6 semester hours of coursework through one of our external degree programs. All courses required for the Ed.S. program are offered in Denver (although some of the foundational classes are offered in Colorado Springs as well). You will receive separate fee statements for on- and off-campus class registration. You must receive permission from your advisor and the off-campus coordinator before registering for any off-campus class. The form is available in the Student Resource Room. Off-campus students may register for on-campus classes as well, but this change must be approved by the off-campus coordinator.

**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 turn around time, 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.

**Clinic Waiting Room, McKee 247.** (On-campus only). 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 maintained in this area at all times. These restrictions also apply to the Applied Psychology & Counselor Education Office.

**Psychological Services Clinic.** (On-campus only). The Psychological Services Clinic is a unit within the School of Applied Psychology & Counselor Education that provides psychological services to members of the community at large. The Clinic provides graduate students with counseling experience and supervision from licensed professional counselors and licensed psychologists.

**Diagnostic Materials Library:** A formal Diagnostic Materials Library (DML) is housed within the School of Applied Psychology & Counselor Education in Greeley. 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 are able to obtain protocols from the DML as well as check out pertinent tests (as appropriate for the class in which they are enrolled). A work study student is hired to staff 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.

A similar library is available in the off-campus program. During the weekends when assessment classes are in session, the instructor and/or class TA is responsible for checking the materials in or out to students enrolled in the course. During the week, the building manager will allow students access to these materials. The check out periods are longer than for the on-campus program, but students should make every effort to use materials quickly and return them to the library so they will be available to other students.

## **Diagnostic Materials Library Policy (on-campus only)**

- 1) The checkout period is 72 hours. If any materials are overdue you will not be permitted to check out additional items until the late item is returned and you have been cleared for checkout by a faculty on the DML committee.
- 2) **You are responsible for checking the contents of the test kits when you check them out and back in.** If a test kit is incomplete, it needs to be brought to the attention of the DML librarian within 24 hours of checkout.
- 3) If materials are missing from the test kit when they are returned, the student to whom the test kit is checked out will be held responsible for replacing what is missing. (Understand that in many cases if something is missing out of a test kit the only way to complete the kit is to buy an entire new test kit.) If materials are needed and not replaced, the student to whom the test kit is checked out will have his/her registration for the following semester held until the matter is resolved.
- 4) If materials are shared among or between students after being checked out, transfer must take place in the DML. This is the only way a student to whom a test kit is checked out will be absolved from responsibility for missing tests or test components. Under no circumstances should materials that have not been checked out be taken from the DML.
- 5) Note that scoring templates have a 2-hour check out period, and are not to leave McKee Hall for any reason.
- 6) Items may be checked out during posted DML hours only.
- 7) Students on internship are not allowed to check out assessment kits from the DML.

## School Psychology Student Leadership Position Descriptions

\* No one student in the program should hold more than one of these positions simultaneously due to the time commitment for each position. Students going into their second year of coursework or beyond may be considered for one of the following positions. Positions are held throughout an academic year (May – May).

Ed.S. Student Representatives: One on-campus and one off-campus student representative will work closely with one another to act as liaisons between the students and faculty in the School Psychology Programs at UNC. The on-campus representative will attend all faculty meetings, communicate students' needs or ideas with faculty, vote on various issues related to the on-campus program, and communicate information from faculty meetings with students as needed. The off-campus representative will meet each semester with the off-campus coordinator, communicate students' needs or ideas with faculty, vote on various issues related to the off-campus program, and communicate information from faculty meetings with students as needed. The Student Representatives should also work closely with the School Psychology Local Student Organization at UNC as a liaison between the group and the faculty. The Student Representatives also are responsible for setting up each incoming student with a student mentor from the School Psychology program. The representatives will also 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.).

Ph.D. Student Representative: Works closely with the Ed.S. Student Representative to be a liaison between the students and faculty in the School Psychology Program at UNC. Responsibilities include attending all faculty meetings, communicating students' needs or ideas with faculty, voting on various issues related to the program, and communicating information from faculty meetings with students as needed. The Student Representatives should also work closely with the School Psychology Local Student Organization at UNC as a liaison between the group and the faculty. The Student Representatives also are responsible for setting up each incoming student with a student mentor from the School Psychology program. The representatives will also 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.). Finally, the Ph.D. Student Representative helps faculty plan and facilitate Ph.D. interviews, which usually take place in early March.

Local Student Organization (LSO) President: The President is responsible for being the primary leader in the LSO, and should be someone that is able to work well with the other officers in the LSO to accomplish agreed upon objectives of the group. The President is responsible for leading group meetings, helping organize activities and events, communicating with all officers regarding various objectives meetings. The President will also need to communicate with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and receive funding from the University

LSO Vice-President: The Vice-President is primarily responsible for assisting the president in leading and organizing meetings and events for the LSO. The LSO Vice-President may also assign work groups for various school psychology and community service projects.

NASP Student Leader / LSO Liaison: The NASP Student Leader (SL) communicates information to the LSO and all students regarding NASP news and events. The NASP SL will work with NASP SLs from other Universities to help share NASP materials and information.

## **Programs in School Psychology Policies**

**School Psychology Employment:** Students engaging in and receiving remuneration for school psychological services before being licensed, and/or cleared for internship, will be considered by faculty as engaging in unethical behavior. Any student wishing to pursue employment must petition the faculty before accepting employment. Under no circumstances will students that have not completed APCE 779 School Psychology Practicum be allowed to accept employment as a School Psychologist.

When students enter the program they must notify the faculty of their current employment. Notification should go to the program coordinator.

September 2001

**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.

September 1997

**Academic Standards Policy:** Students enrolled in the School Psychology Ed.S. or Ph.D. programs must earn grades of B or better, or Satisfactory in S/U graded courses in the following courses:

- APCE 618 Practicum in Child, Adolescent and Family Interventions
- APCE 660 Psychological Consultation: Theory and Practice
- APCE 674 Assessment for Intervention: Cognitive and Academic
- APCE 676 Assessment for Intervention: Infant and Toddler
- APCE 678 Assessment for Intervention: Personality and Behavior
- APCE 763 Seminar in School Psychology
- APCE 779 Practicum in School Psychology

If students do not receive satisfactory grades in these courses (A, B, or S) they must repeat the course before they are cleared for written comprehensive exams or approved for School Psychology Practicum.

1997

**Ed.S. Students Applying to Ph.D. Program Policy:** Current Ed.S. students, both on- and off-campus, can apply to the Ph.D. program the fall of their second year. Admission decisions will be: Admit, Deny, or Defer Decision (to the Spring admissions).

April 2004

**Policy on Plagiarism:**

Plagiarism and all forms of cheating are not tolerated by the school psychology program or the School of Applied Psychology and Counselor Education. 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 in 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 are general to all students in the School of Applied Psychology and Counselor Education appear throughout this handbook (e.g., Student Review and Retention Policy, Course Waiver Policy).*

**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.**

## **Student Concerns of Treatment by Faculty**

All faculty in the School of Applied Psychology and Counselor Education are obligated to follow the ethical principles of the American Psychological Association (APA). 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 at [http://www.unco.edu/dos/handbook/resolving\\_student-faculty\\_conflict.html](http://www.unco.edu/dos/handbook/resolving_student-faculty_conflict.html)). If the conflict cannot be resolved, we have provided additional information about the Student Academic Appeals process as well as UNC's Discrimination and Sexual Harassment policy.

**Step 1.** The student who has a specific conflict should first discuss his/her concern with the faculty member. If the student has reasons for not communicating directly with the faculty member, the student may proceed directly to Step 2. However, the student should be prepared to defend his/her decision not to talk directly with the faculty member.

**Step 2.** After meeting with the faculty member, if the student does not believe that the initial conference has resolved the conflict, a request may be made for a conference with the faculty member's School Director. The School Director may confer with both the student and the instructor or anonymity may be requested at this step. If the instructor is the School Director, the student may proceed directly to Step 3.

**Step 3.** If the student does not believe that the conference at Step 2 has resolved the conflict, a request may be made for a conference with the School Director's academic dean. At this point, the student will be expected to present his/her concerns in writing, and this, along with the student's identity, will be provided to the faculty member in question. However, the dean may decide that anonymity at this stage is appropriate if the faculty member is the School Director.

## **Student Academic Appeals Process**

The procedures outlined below provide an easily implemented means for appealing and resolving disputes concerning an academic decision which 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/dos/handbook/academic\\_expectations.html#acadappeals](http://www.unco.edu/dos/handbook/academic_expectations.html#acadappeals)). It is expected that all of the parties involved at each step of the appeals process will make a good faith effort to resolve the issues.

**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 school director. If the faculty member is the school director, the student should schedule a conference with the faculty member's dean.

**Step 2. Conference with the School Director.** 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 school director. If the director is not in the same discipline as the faculty member whose action is being appealed, the director 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 school director shall confer with both student and faculty member. School director's 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 school director, 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 school director 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 school director's or director'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.

## UNC Discrimination & Sexual Harassment Policy

The following information is from the UNC Student Handbook. For the entire current policy and procedures, please see: <http://www.unco.edu/dos/handbook/stuhndbk.htm#discrimination>

### Non-Discrimination Policy

The University will not engage in unlawful discrimination in employment or educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in employment or educational services on the basis of sexual orientation or political affiliation. The University will take affirmative action to ensure that student applicants and enrolled students are treated during enrollment at the University without regard to race, religion, gender, age, national origin, disability or veteran status. Such affirmative action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; layoff, retirement, or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Furthermore, the University will post in conspicuous places, notice setting forth the provisions of this University's Equal Opportunity Policy.

- **Discrimination** – It is a violation of University Policy to discriminate in the provision of educational or employment opportunities, benefits or privileges; to create discriminatory work or academic conditions; or to use discriminatory evaluative standards in employment or educational settings if the basis of that discriminatory treatment is, in whole or part, the person's race, religion, gender, age, national origin, disability, veteran status, sexual orientation, or political affiliation.

Discrimination of certain types is also legally prohibited by a variety of federal, state and local laws, including the "Colorado Anti-Discrimination Act of 1957, as amended" C.R.S. Section 24-34-101 et.seq. (1973); the Age Discrimination in Employment Act of 1967, 29 U.S.C. Section 621-34; Title VI of the Civil Rights Act of 1964 as amended, 42 U.S.C. Section 2000(d); Title VII of the Civil Rights Act of 1964 as amended, 42 U.S.C. Section 1681; Executive Order 11246 as amended; the Rehabilitation Act of 1973; 29 U.S.C. Section 701; Title IX of the Educational Amendments of 1972 U.S.C. Section 1681, et.seq.; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and/or the Americans with Disabilities Act of 1990. The University Policy is intended to comply with the requirements of these anti-discrimination laws as they may be amended from time to time.

### Policy on Sexual Harassment

It is the policy of the Board of Trustees 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 is defined as set forth in 2-2-201(1)(B). 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.

- **Sexual Harassment** – The Policy prohibits sexual harassment by any faculty, student, staff, invitee or agent of the University ("University community").

The University adheres to the Equal Employment Opportunity Commission's definition of sexual harassment as modified for the University setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or an academic evaluation;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

## **Nonamorous Dual Relationships Policy (School of Applied Psychology and Counselor Education)**

*Inappropriate nonamorous dual relationship: Any relationship between a faculty member and a student that extends beyond a traditional, expected student/faculty interaction, and that: (a) interferes with the professor's ability to objectively evaluate the student; (b) favors a student; (c) misleads a student; (d) exploits a student; or (e) adversely affects noninvolved students, colleagues, or programs.*

Faculty members of the School of Applied Psychology and Counselor Education (APCE) recognize the arbitrary nature of dual or multiple relationships with students enrolled in master's and doctoral degree programs. Although codes of ethics provide instruction, they cannot address each situation; indeed many factors must be considered at individual, dyadic, and group levels.

Of paramount concern to the APCE faculty members is the possible misperception or interpretation of behaviors in which we engage, as well as unforeseen risks to students, colleagues and programs. We recognize the importance of modeling as well as teaching and verbally promoting the highest ethical and professional behavior.

We also recognize the human tendency to view ourselves differently than those who may observe us. This natural phenomenon, combined with the hierarchical nature of faculty and student relationships, demands judicious and consistent attention.

To guide choices about relationships and activities with graduate students, decision-making materials are provided. With the adoption of this policy, APCE faculty members agree to examine questionable relationships using the Dual Relationship Decision-Making Guide. Faculty members further agree to modify behavior, based on the results of the examination, in order to maintain and model ethical practice.

Adapted from:

Biaggio, M., Paget, T. L., & Chenoweth, M. S. (1997). A model for ethical management of faculty-student dual relationships. *Professional Psychology, Research and Practice, 28*, 184-189.

Blevins-Knabe, B. (1992). The ethics of dual relationships in higher education. *Ethics & Behavior, 2*, 151-163.

Burian, B. K., & Slimp, A. O. (2000). Social dual-role relationships during internship: A decision-making model. *Professional Psychology: Research and Practice, 31*, 332-338.

## **Dual Relationship Decision-Making Guide Instructions**

**This guide is intended to facilitate examination of relationships with students. The process may be initiated by a faculty member who is concerned about his or her relationship with a student, or by a faculty member who is concerned about a colleague's relationships.**

**Any colleague who is uncertain about the appropriateness of his or her own relationship with a student may use the guide to determine if the relationship in question is potentially problematic. Likewise, if a faculty member in APCE has concerns about relationships of other faculty members, the person with the concern should respectfully dialogue with the faculty member in question and request that the decision-making process be followed (i.e., use the tools and change behavior if indicated). If the decision-making process is not instituted at that point, the faculty member with the concern should approach the School Director, who will ask that the faculty member in question follow the decision-making process. If no resolution is obtained, the situation will be brought to the attention of the APCE Ethics Committee. Relevant APCE Ethics Committee procedures will then be followed.**

### **Dual Relationship Decision-Making Guide**

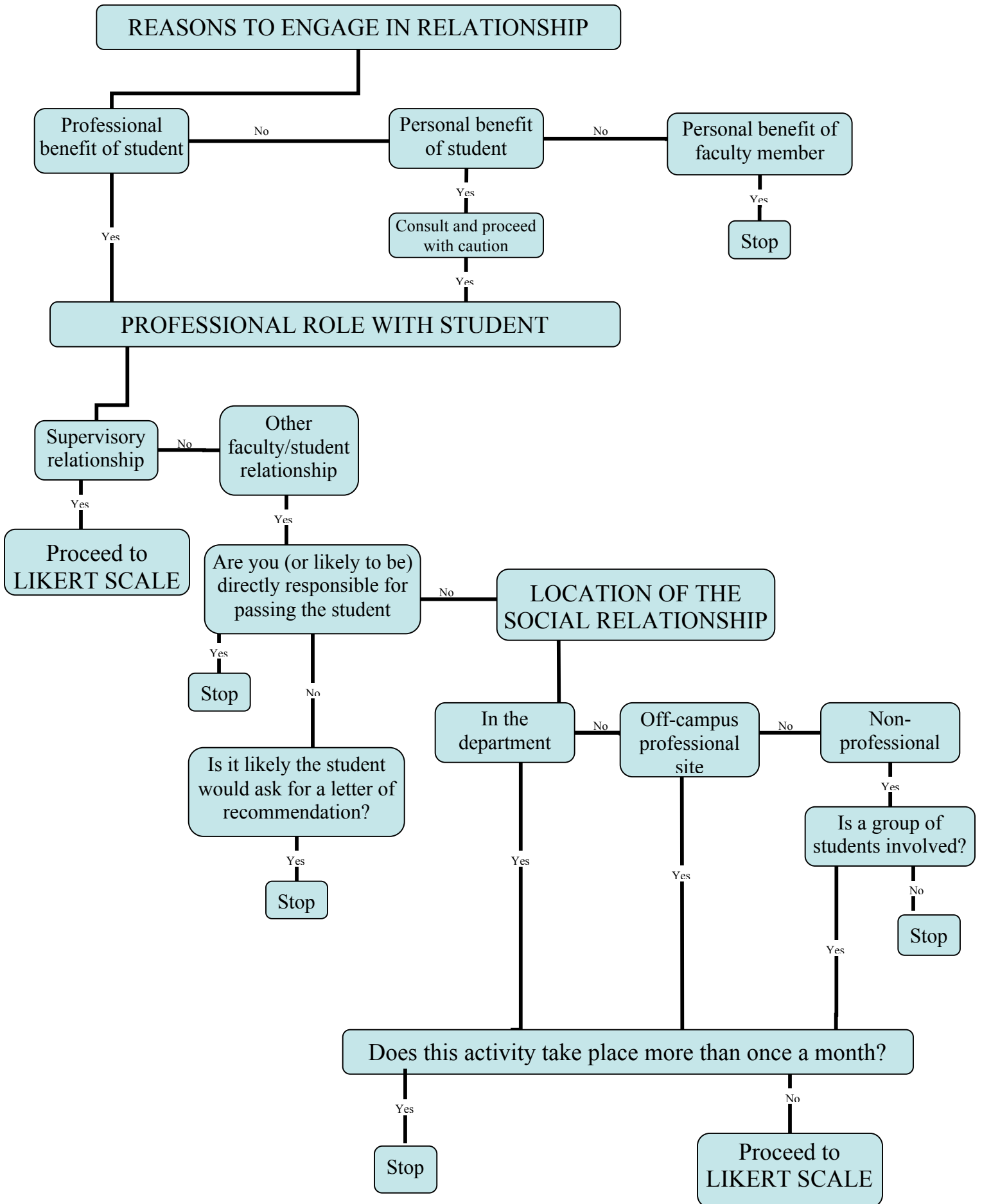
**Part I is to be completed by the faculty member whose relationship with a student is in question. Results of Part I will lead to one of the following recommendations: 1) discontinue the relationship (or inappropriate aspects thereof); or 2) continue examination of the relationship using Part II of the Guide.**

**Part II should be completed in consultation with the School Director, as well as a colleague who is not directly involved with the relationship in question (e.g., APCE Ethics Committee). A rating of 4 or 5 on any item evidences the need to modify or end the relationship.**

**Note: When in doubt about any relationship, consult with the School Director.**

# Dual Relationships Decision Making Guide

## Part 1



**Dual Relationship Decision-Making Guide  
Part II**

**As a result of this relationship . . .**

1. The student in the relationship is developing  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Competence				Dependence
  
2. Other students are observing or experiencing  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Equitable treatment				Inequitable treatment
  
3. The student in the relationship is  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Free to refuse without anticipated repercussions				Not free to refuse without anticipated repercussions
  
4. Opportunities for the other students to access faculty member's commensurate level of attention are  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Equal and equitable				Unequal and inequitable
  
5. The faculty member's ability to evaluate the student is  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Objective and unencumbered by the relationship				Impaired and influenced by the relationship
  
6. The impact of the relationship on other faculty members is likely to be  

1 - - - - -	2 - - - - -	3 - - - - -	4 - - - - -	5 - - - - -
Nonexistent or positive				Negative

# **Student Review and Retention**

Policy and Procedures Faculty and Student Manual

Prepared By the 2005-2007 Review and Retention Committee

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This document was reviewed by University of Northern Colorado Council in January, 2007

## **STUDENT REVIEW AND RETENTION Policy Document**

### **Review and Retention Committee**

The Review and Retention Committee of the School of Applied Psychology and Counselor Education, appointed by the School Director, will be a standing committee consisting of faculty from the three training programs within the Division (Counseling Psychology, Counselor Education and Supervision, and School Psychology). The committee will consist of three members, one serving as the chairperson of the committee. Membership may be variable depending upon potential conflict of interest situations of a member, or members, with a student under review. The committee does not include the student's advisor. In situations where the advisor is a standing member of the Review and Retention Committee, a designee from that faculty member's program will be appointed.

The purpose of the Review and Retention Committee will be to oversee and coordinate the review and retention recommendations concerning students brought forth to the committee by program faculty in the School. The committee will review all remediation recommendations for students and will have recommending authority over such recommendations. The committee will have recommending authority over remediation plans for students as well as recommending authority for dismissal recommendations of students from any training program within the School.

### **Purposes of Student Evaluation**

Faculty members in the School of Applied Psychology and Counselor Education (APCE) are responsible for the evaluation of students in the professional training programs in the School. The purposes of student evaluation 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. Recommend avenues of remediation for students to demonstrate acceptable standards of practice;
5. Monitor and evaluate student efforts to achieve acceptable standards of practice;
6. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
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.

### **Faculty Recommendation Options Following Student Review**

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about students. Comments and concerns

expressed by the program faculty will be recorded by each student's advisor. Although each program will determine its own process for managing student concerns, it is recommended that program faculty attempt to work with the student first (e.g., discussion with student, behavioral contract) prior to referring to the Review and Retention Committee, if that action is deemed appropriate. For each student, the program faculty will recommend one of the following:

1. Continuation in the Training Program
  - a. Student progress satisfactory. No concerns expressed by faculty.
  - b. Evaluative feedback will be provided to the student by his or her advisor.
2. Continuation in the Training Program with Attention to Specified Faculty Concerns
  - a. Some concerns expressed by faculty with the expectation that the student can make improvements with minimal effort.
  - b. Evaluative feedback will be provided to the student by his or her advisor.
  - c. The next program faculty review of students will examine whether the identified student has improved.
3. Continuation in the Training Program in Probationary Status and Formal Remediation Specified
  - a. Noted concerns are judged by program faculty as serious enough to inhibit the student from performing competent professional services if not corrected.
  - b. Faculty concerns will be recorded by the student's advisor.
  - c. A recommendation of probation and remediation, with supporting documentation (for example, a letter to the Review and Retention Committee specifying the faculty concerns, faculty evaluations, information regarding steps already taken to remediate the behavior, practicum evaluations, etc.) will be forwarded by the Program Coordinator to the Review and Retention Committee.
  - d. Steps outlined in Section A of the Student Review and Retention Procedures will be followed.

The following are decisions made following initial remediation attempts.

4. Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation (students on probation ONLY):
  - a. Faculty review of the student's demonstrated progress of remediation indicates the student has not sufficiently achieved his or her remediation goals but progress is judged sufficient enough that, with additional time and effort, the student can achieve the goals.
  - b. The student's advisor will record faculty comments and concerns.
  - c. The Program Coordinator will forward the recommendation, with supporting materials, to the Review and Retention Committee.

- d. The steps in Section B of the Student Review and Retention Procedures will be followed.
5. Voluntary Resignation from the Training Program (students on probation ONLY):
    - a. Faculty concerns are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
    - b. Faculty concerns will be recorded by the student's advisor.
    - c. A recommendation calling for voluntary resignation of the student from the training program will be forwarded to the Review and Retention Committee by the Program Coordinator. Supporting material will be provided to the Review and Retention Committee.
    - d. The steps provided in Section C of the Student Review and Retention Procedures will be followed.
6. Dismissal from the Training Program
    - a. Following a review of a student's probation and remediation progress (Sections A and B of the Student Review and Retention Procedures) the program faculty judge the student has not demonstrated an ability to provide competent professional services, and is unlikely to do so in the near future, a recommendation of dismissal from the training program is made.
    - b. The student's advisor will record the concerns of the faculty.
    - c. The Program Coordinator will forward the dismissal recommendation to the Review and Retention Committee, with supporting materials.
    - d. The steps in Section D of the Student Review and Retention Procedures will be followed.
7. Immediate Dismissal from the Training Program
    - a. The faculty of the training program judge a student's behavior as sufficiently egregious enough to warrant immediate dismissal from the training program, the faculty will recommend immediate dismissal of the student.
    - b. The student's advisor will record the expressed concerns of the faculty.
    - c. The Program Coordinator will forward the recommendation to the Review and Retention Committee.
    - d. The steps in Section E of the Student Review and Retention Procedures will be followed.

## **Confidentiality**

Faculty comments and concerns regarding a student under review will be made in "executive session" and will be recorded anonymously. These comments and concerns of students will be reported to students in such a manner that faculty identity will not be revealed.

Faculty concerns and comments about a student will be only provided to the specific student and will not to other students. Additionally, the faculty concerns and comments must be provided to the Review and Retention Committee who will be responsible for maintaining the confidentiality of the information.

Confidentiality of the information will be limited by the following situations:

1. If there is immediate danger of violence to an identifiable person (either the student or others).
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation of the student.
3. If the student initiates legal action against the faculty recommendation regarding the student's status in the training program.
4. If a legal action is initiated in which the evaluation of a student's status in the training program is a point of concern.

## **Documentation**

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken should be recorded in writing. The documentation should be signed, dated, and maintained in secure storage. Access to the documentation and supportive materials should be limited to only those who have authority to the information.

## **Review and Retention Committee Meetings**

All Review and Retention Committee meetings, or parts thereof, which deal specifically with review and consideration of a student's program status, are to be held in "executive session." Only those decisions of the Committee made in "executive session" regarding a student's program status are to be recorded and reported to specified persons as provided in the Student Review and Retention Procedures.

Those Committee meetings, or parts thereof, which deal with general business or procedures will be recorded in the minutes of the meetings. These minutes will be available to APCE faculty and the public at large.

Only program faculty, members of the Review and Retention Committee or its designee, the student, and a person chosen by the student may attend the scheduled meeting in which the

student presents his or her case. No other persons may attend the meeting without specific authorization from the program faculty.

In the event a Review and Retention committee member is the faculty advisor of the student being referred to Review and Retention, another faculty member will be assigned to the committee.

## Student Review and Retention Procedural Document

### Preamble

Successful completion of a program of study in the School of Applied Psychology and Counselor Education (APCE) 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 have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs. The evaluation procedures 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 with weaknesses in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the School of Applied Psychology and Counselor Education 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 "executive session." At that time, any questions about students may be raised for program faculty consideration.

Additionally, a program faculty meeting is set aside for annual student review. At this meeting, the progress of all students in the program is assessed. See *Faculty Recommendation Options Following Student Review* section in the Review and Retention *Policy* section of the manual for faculty recommendation options following annual review. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor to receive feedback and to identify appropriate remediation procedures expected of the student.

1. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practical internships, and internships), it is recommended that the program faculty first work with the student to remediate these concerns through feedback, discussion, student behavioral contracts, etc. If this is not successful, a referral to the Review and Retention Committee is appropriate. The following outlines the steps to be taken dependent upon the recommendation of the program faculty and the Review and Retention Committee: Probation and Remediation (Section A), Voluntary Resignation (Section B), Dismissal from the

Program (Section C), and Immediate Dismissal (Section D).

### **A. Probation and Remediation in the Training Program**

If, after review of a student's progress and behavior in his or her training program, the program faculty determines the student is in need of remediation, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student be placed on probation. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding probation and remediation. If the Review and Retention Committee disagrees with the faculty's recommendation to place a student on probation and remediation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. If the joint recommendation of the program faculty and the Review and Retention Committee is that the student be placed on probation and remediation (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), the chairperson of the Review and Retention Committee will notify the student, in writing, that the student has been placed on probation within the training program. The written notice will request the student to make an appointment with his or her advisor and the Review and Retention Committee, or a representative of the Review and Retention Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to go over procedures that will be used regarding the probation. At this meeting, the student may have a person, chosen by the student, accompany him or 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 or she may only confer with the student during the meeting.
4. The faculty advisor and the Review and Retention Committee, or its designee, will meet with the student and inform the student of the identified problem areas noted by the faculty and give the student an opportunity to explain their behavior or the circumstances surrounding the concerns.
5. The student, the student's advisor, and the Review and Retention Committee, or its

designee, will develop a plan for remediation of the student's behavior. This plan will:

- a. Behaviorally define the student's problem areas,
  - b. Identify the expected behavior patterns or goals,
  - c. Specify possible methods that could be used to reach these goals, which may include, but are not limited to:
    - (1) counseling,
    - (2) self-structured behavioral change,
    - (3) additional academic course work or practical field experiences
  - d. Designate a way in which the goal attainments will be demonstrated and to what degree,
  - e. Designate a date for goal attainment and reevaluation.
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the Review and Retention Committee.
  7. Copies of the plan for remediation are to be signed and dated by the student, the student's advisor, and the chairperson of the Review and Retention Committee.
  8. A signed and dated copy of the plan is to be placed in the student's file in the APCE office; the student is to retain one copy.
  9. Near the date for reevaluation (date will be specified in the remediation plan), the student will present to his or her advisor any available documentation of his or her progress in relation to the remediation plan. In addition, the student will request from the faculty with whom he or she has currently been working or has had classes with, an evaluation of his or her progress on the APCE review feedback forms (see Appendix A). The completed forms will be returned to the chair of the Review and Retention Committee.
  10. At or near the date for reevaluation and following return of APCE review forms, the student's progress or lack thereof will be reviewed by the Review and Retention Committee. The review will include an examination of the faculty evaluations and any additional documentation.
  11. At the Review and Retention meeting in which the student's progress or lack of it is reviewed, the committee has four recommendation options. These options are considered and recommendations made with consultation between the Review and Retention Committee and the program faculty.
    - a. Continuation in the Program: The specified concerns no longer present a

significant problem and the student is allowed to continue in the program.

- b. Continued Probation and Remediation: If progress is documented on the first evaluation, an updated behavioral plan is prepared, and 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 attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future (see Section D).
12. The student will be notified in writing by the chairperson of the Review and Retention Committee of the reevaluation decision and will request that the student make an appointment with his or her advisor and the Review and Retention Committee, or a member of the Review and Retention Committee, for feedback concerning the decision.
  13. 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 office.

### **B. Continued Probation and Remediation**

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown some progress, the condition of probation and remediation may be continued. In such case the steps in Section A (above), as appropriate, will be followed.

### **C. Voluntary Resignation from the Training Program**

If, in the professional judgment of the Review and Retention Committee in consultation with the program faculty, a student's behavior is judged severe enough or the student has not made adequate progress to warrant dismissal from the training program, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding voluntary resignation. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend voluntary resignation, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
  4. The student will be informed, in writing, of this decision by the School Director. In the notification, the student will be requested to voluntarily resign from the training program within ten (10) days. The student will also be informed that he or she may meet with the School Director to discuss the dismissal recommendation and the available University appeals procedures. Regardless of the student's decision (to voluntarily resign or to initiate the University appeals process), he or she must inform the Review and Retention Committee in writing by submitting a letter to the chair of the committee. If the student decides to pursue an appeal, they will remain a student in the program until resolution of the appeal.
  5. Copies of the notification will be provided to the Dean of the Graduate School of the University of Northern Colorado, the Dean of the College of Education and Behavioral Sciences, and the student's file in the APCE School office.
  6. If the student fails to voluntarily resign from the training program, Section E procedures will be followed.

#### **D. Dismissal from the Training Program**

If, in the professional judgment of the program faculty and the Retention and Review Committee, the student has failed to attain the behavioral goals specified in his or her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious as to forego remediation efforts, 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 Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the APCE School office.
5. In the written notification of the dismissal recommendation, the student will be informed that he or she has ten (10) days in which to submit a written request for a meeting with the program faculty to present his or her case to the faculty, if the student chooses.
6. Upon receipt of a written request from the student petitioning a meeting with the program faculty, a program faculty meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student the opportunity to present his or her case to the program faculty and the Review and Retention Committee, or a representative of the Review and Retention Committee. At this meeting, the student may have a person, chosen by the student, accompany him or 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 or she may only confer with the student during the meeting.
7. If the student fails to attend this meeting, a dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.
8. Following the student's presentation, the Review and Retention 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. Decisions 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 Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
  10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the dismissal recommendation and be advised of the University appeals procedures.
  11. The School Director will forward a formal dismissal recommendation to the Dean of the Graduate School of the University of Northern Colorado 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 School office.
  12. If the student is not satisfied with the dismissal recommendation of the program faculty and the Review and Retention Committee, the appeals procedures of the University of Northern Colorado are available to the student.

### **E. Immediate Dismissal from the Training Program**

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student's behavior is judged severe enough to warrant immediate dismissal (no remediation plan is warranted as student behavior is so egregious as to warrant immediate dismissal) from the training program, and if the student fails to voluntarily resign from the training program within ten (10) days as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be

- immediately dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
  3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend immediate dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
  4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the School office.
  5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has ten (10) days in which to request, in writing, a meeting with the program faculty and Review and Retention Committee to present his or her case, if the student chooses.
  6. Upon receipt of a written request from the student petitioning a meeting with the program faculty and Review and Retention Committee, or a member of the Review and Retention Committee, a meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student with the opportunity to present his or her case. At this meeting, the student may have a person, chosen by the student, accompany him or 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 or she may only confer with the student during the meeting.
  7. If the student fails to attend the program faculty meeting, an immediate dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.

8. Following the student's presentation, the Review and Retention 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. Decisions 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 Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.
11. The School Director will forward a formal immediate dismissal recommendation to the Dean of the Graduate School of the University of Northern Colorado 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 School 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.

# Coursework and Program Requirements

## Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all specialist 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. A memorandum from your advisor approving the modifications (add, delete, substitute) rather than 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. If your Plan of Study is not submitted on the Graduate School form (<http://www.unco.edu/grad/forms/Planofstudy.pdf>), the format used must contain all of the elements of this form including **student number, mailing address, transfer credits, and total credits**.
4. Please do not duplicate course work listed in one section of the form by listing it in another.
5. 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.
6. The Graduate School requires the signature of the student and the program advisor on the Plan of Study form. Additional signature lines are provided for departmentally required signatures.
7. Please provide a copy of your Plan of Study to your program advisor and keep one for your records.
8. If additional space is required for any section, please attach an additional sheet.
9. It is not necessary to include the proposed semester as part of your plan.
10. Additional policies governing your Plan of Study are included on the following pages and can also be found at the Graduate School web site at <http://www.unco.edu/grad/current/index.html>

## Course Waiver Policy

1. Students must submit in writing to their advisor the request for waiving a class, whether it is a foundation or clinical course.
2. If the class is a clinical assessment course, i.e., APCE 674, 676, or 678, the waiver policy developed December 1, 1986 (see below) will apply.

Students who have completed assessment coursework with a grade of B or A in the last five years and/or have been employed for one or more years as a certified school psychologist or a counselor supervised by a licensed psychologist are eligible for waiver of APCE 674, 676, and/or 678. A waiver may be granted if one of the following conditions is met.

- A. Student submits a de-identified report and protocols to the faculty member presently teaching the assessment course to be waived. The course will be waived if the faculty member and second faculty member, chosen by the current instructor, independently evaluate the protocol to be competently scored, and the background, content (dependent on course), and recommendation sections of the report are satisfactorily written. Condition A is for students with recent coursework and experience.
  - B. Student administers either intellectual or personality (dependent on course) tests, while being observed by the faculty member presently teaching the course, and subsequently writes a report. The student must consult with the same faculty member concerning tests to be given before administration. The course is waived if the student is judged competent and he/she and a second faculty member evaluate the protocol and report as satisfactorily written. Condition B is recommended for students with recent course work and less than one year of experience.
  - C. Student satisfactorily serves as a teaching assistant for the faculty member instructing the course to be waived. The course is waived at the end of the semester. Condition C is recommended for students that lack knowledge of new assessment instruments in their field of study and the course for which he/she is serving as a teaching assistant.
3. For foundation classes, the advisor will review with the student previous course work to establish equivalency. If a question remains as to the equivalency after reviewing student transcripts, the student will be required to submit catalog descriptions and/or course outlines. The student may be asked to demonstrate competencies, i.e., provide work samples and/or complete an examination satisfactorily.
  4. If the course is not taught by the school psychology faculty, the advisor may choose to consult with the instructor of the course prior to making a decision.
  5. Internships, which provide an opportunity for students to integrate and apply previously learned material will not be waived. Credit for previous internships will not be transferred. Requests for internships in non-traditional settings will require the approval of the faculty internship supervisor and student advisor. Decisions regarding the waiver of practica will be determined by the appropriate faculty or unit responsible for offering the practica.
  7. The final recommendation to waive or not waive a particular course is to be placed in writing in the student's file.

### Sample Course Sequence Ed.S. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal, Ethical, & Prof Foundations of School Psych (4 cr.)	APCE 660: Psychological Consultation (3 cr.)*	APCE 758: Advanced Psychopathology (3 cr.)
APCE 638: Human Behavior Analysis (3 cr.)*	APCE 674: Assessment for Interv: Cog & Acad (5 cr.)*	APCE 672: Neuro-Based Interv for Educational Difficulties (3 cr.)*
APCE 781: Measurement and Eval of Psychological Services (4 cr.)*	APCE 747: Psychological Aspects of Academic Prog & Interv (4 cr.)	PSY 530 Life Span Developmental Psychology (3)
APCE: 607: Theories of Counseling (3 cr.)*		APCE 737: Single Case Research Methods (2)
Total: 14 cr	Total: 12 cr.	Total: 11 cr.
Year 2		
Fall	Spring	Summer
APCE 678: Assessment for Interv: Personality & Beh (5 cr.)*	APCE 676: Assessment for Interv: Infant & Toddler (3 cr.)	APCE 655: Social and Community Psychology (3cr.)
APCE 738: Prac in Evidence-based Interventions (3 cr.)	APCE 779: School Psychology Practicum (3 cr.)	APCE 667: Crisis Intervention in the Schools (2 cr.)
APCE 618: Prac. in Child, Adol, and Family Interventions (5 cr.)	APCE 623: Understanding and Counseling Diverse Populations (3)	APCE 789: School Psychology Internship (2 cr.)
Total: 13 cr.	Total: 9 cr.	Total 7 cr.
Year 3		
Fall	Spring	<b>Program Total: 70 cr.</b>
APCE 789: School Psychology Internship (2 cr.)	APCE 789: School Psychology Internship (2 cr.)	
Total: 2 cr.	Total: 2 cr.	

This sample course sequence was designed for students who will not be waiving or transferring in any courses. 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 APCE 618. APCE 781 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. APCE 638 is a pre-requisite for APCE 738. Several courses are pre-requisites to taking APCE 779: School Psychology Practicum (i.e., 660, 672, 674, 678). 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, the internship will not typically begin until early August when all summer courses have ended).

Note: APCE 747 will be required for students beginning in Fall 2008.

**Advising Checklist**  
**School of Applied Psychology & Counselor Education**  
**Ed.S. in School Psychology**

Name: \_\_\_\_\_ Bear Number: \_\_\_\_\_

Address: \_\_\_\_\_ Advisor's Name: \_\_\_\_\_  
 \_\_\_\_\_

Telephone: \_\_\_\_\_ (home) Email: \_\_\_\_\_  
 \_\_\_\_\_ (work)

**PROGRAM REQUIREMENTS**

	<u>Date Completed</u>
Plan of Study	_____
Comprehensive Exam: PRAXIS Exam	_____
Internship Clearance	_____

**PREQUISITE COURSEWORK**

	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
Abnormal Psychology	_____	_____

**REQUIRED COURSEWORK**

	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
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**Psychological and Educational Foundations (37 hours)**

APCE 747 Psychological Aspects of Acad Programs & Interventions (4)	_____	_____
PSY 530 Life Span Developmental Psychology (3)	_____	_____
APCE607 Theories of Counseling (3)	_____	_____
APCE638 Human Behavior Analysis (3)	_____	_____
APCE655 Social and Community Psychology (3)	_____	_____
APCE660 Psychological Consultation: Theory And Practice (3)	_____	_____
APCE667 Crisis Intervention in the Schools (2)	_____	_____
APCE 672 Neuropsych-Based Interventions for Educational Difficulties (3)	_____	_____

APCE758 Advanced Psychopathology (3)	_____	_____
APCE763 Legal and Professional Foundations Of School Psychology (4)	_____	_____
APCE781 Measurement & Evaluation of Psychological Services (4)	_____	_____
APCE737 Single Case Research Methods (2)	_____	_____
<b>Assessment for Intervention (13 hours)</b>	<u>Semester Completed</u>	Check/Initial <u>If Waived</u>
APCE674 Assessment for Intervention: Cognitive and Academic (5)	_____	_____
APCE676 Assessment for Intervention: Infant and Toddler (3)	_____	_____
APCE678 Assessment for Intervention: Personality and Behavior (5)	_____	_____
<b>Advanced Practica (11 hours)</b>		
APCE618 Practicum in Child, Adolescent and Family Interventions (5)	_____	_____
APCE 738 Practicum in Evidence-Based Interventions (3)	_____	_____
APCE779 Prac in School Psychology (3)	_____	_____
<b>Multicultural Understanding (3 hours)</b>	<u>Semester Completed</u>	Check/Initial <u>If Waived</u>
APCE 623 Understanding and Counseling Diverse Populations (3)	_____	_____
<b>Internship</b>	<u>Semester Completed</u>	
APCE789 Internship in School Psychology (6) (2 cr. across 3 semesters)	_____	
<b>CUMULATIVE CREDIT HOURS (70)</b>	_____	

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

# Student Evaluation

All students in the School Psychology programs are evaluated on an ongoing basis through coursework performance, annual student reviews, and case studies. In addition to the methods listed below, student evaluation occurs through coursework grades, practica evaluation, school psychology internship evaluation, and the national school psychology examination.

## **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 the School of Applied Psychology & Counselor Education. Each fall, except for your first year, you will be asked to complete an [Annual Student Review Form](#) (see p. 51) that will be used by faculty to review your progress in the program, your completion of coursework, personal characteristics, and membership in professional organizations. Faculty from each of your courses complete a rating form on your 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 are noted. Those students who have a number of challenges, are either reviewed again the following year or are encouraged not to continue in the program. All students who are noted to have concerns are to meet with their advisors to discuss these concerns. 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 plan an intervention if needed.

## **Case Study (end of Internship):**

During your school psychology internship, you are to complete a case study. In this case study, you will be expected to describe an actual case that has been completed using systemic and structured problem-solving procedures. On p. 56 you will find a detailed guide on how to complete this case study and the rubric that is used to evaluate the submitted case study. It can also serve as an additional guide as you are developing your case study. Your case study should be no more than 10 pages long including charts and graphs. There are 19 elements to the case study and you should score at least 38 pts or better in order to pass this assignment and demonstrate that you have a positive effect on student learning or behavior. Total possible pts is 57.

UNIVERSITY *of*  
NORTHERN COLORADO



**Ed.S. Program in School Psychology  
Annual Student Review Form**

Please complete the following form and respond to the subsequent questions using this electronic form. Your response is due October 15. Please also **attach an updated (electronic) vita** for your program file.

**Name**  
**Date**  
**Bear #**  
**Address**  
**Phone #**  
**Email address**

Please provide the dates on which you completed the following:

- **Date Plan of Study Filed with Graduate School:**
- **Comprehensive Exams Passed:**
  - **NCSP Exam:**
    - **Date Passed:**
    - **Score:**
- **School Psychology practicum:**
  - **Semester taken:**
  - **Name of school:**
  - **Name of school district:**
  - **Name of supervisor:**
  - **Activities engaged in (please list):**
- **School Psychology Internship:**
  - **Date Started:**
  - **Date Completed (if in progress, please give projected completion date):**
  - **Internship is/was:            and is/was**
  - **Amount of salary:**

Please answer the following questions based on the August 2004 and August 2005:

During the year, were you:

- **A member of a professional or research society?**
  - **Membership Numbers:**  
APA  
NASP  
CSSP
- **An author of papers/workshops at professional meetings?**
- **An author of articles in professional or scientific journals?**
- **Involved in grant-supported research?**
- **Involved in teaching at the college level (includes TA)?**
- **Involved in part-time delivery of professional services**

**(includes practica)?**

During the year did you:

- **Receive an Assistantship?**  
If yes, where did you complete the assistantship (e.g., APCE, DSS, CHE, Psych Department)  
If yes, how many hours per week did you work?  
If yes, what was your total stipend (excluding tuition)?
- **Receive a Fellowship?**  
If yes, what was the amount of your award?
- **Receive a tuition waiver unrelated to an assistantship or fellowship?**  
If yes, what was the amount of the waiver?  
If yes, what was the nature of the waiver (i.e., for what did you receive the waiver?)

**Personal/Professional Development** (max 2 typed pages total)

1. Describe three significant areas of your personal/professional development in which you have grown during this year.
2. From the feedback you have received from faculty, course work, and peer supervisors, which has been the most challenging to you? How have you used this feedback?
3. What are your three greatest strengths as a future school psychologist?
4. Describe three personal/professional goals for yourself this year.

**Confidential**  
**Annual Student Evaluation Form**  
**Programs in 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.

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

Comments:

This student should be: \_\_\_\_\_ encouraged to continue in the program  
 \_\_\_\_\_ encouraged to continue (concerns are present)  
 \_\_\_\_\_ reviewed after another semester (serious concerns are present)  
 \_\_\_\_\_ discouraged from continuing in the program

\_\_\_\_\_  
 Professor's Signature

\_\_\_\_\_  
 Course

\_\_\_\_\_  
 Date

cc: _____ Student File _____ Program Advisor
---

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## Programs in School Psychology Annual Student Review Feedback Form

Student's Name: \_\_\_\_\_

Program: Ph.D. \_\_\_\_ Ed. S. \_\_\_\_

Program Advisor: \_\_\_\_\_

Semester: \_\_\_\_\_ 20\_\_\_\_

This form is to be provided to the student during the Annual Advisor-Faculty Review Meeting which occurs each fall semester. One copy of this signed form should be provided to the student for his or her records, and one should be placed in the Student's Cumulative file.

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

### Required for Doctoral Students Only:

12. Research Involvement (Doctoral requirement, EdS optional)

1

2

3

Comments:

This student should be: \_\_\_\_\_ encouraged to continue in the program  
 \_\_\_\_\_ encouraged to continue (concerns are present)  
 \_\_\_\_\_ reviewed after another semester (serious concerns are present)  
 \_\_\_\_\_ discouraged from continuing in the program

\_\_\_\_\_  
Major Advisor\_\_\_\_\_  
School Psychology Student\*\_\_\_\_\_  
Date

\*Students sign this form indicating that they have received the feedback provided by the Program Advisor. If students disagree with comments provided on this form they are encouraged to discuss their views with their Advisor and attach a typed note to this form if they wish. Their note will be shared with the Program Faculty.

cc: _____ Student _____ Student File
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## Case Study Guidelines

During your school psychology internship, you are to complete a case study. In this case study, you will be expected to describe an actual case that has been completed using systemic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case study and will also serve as a guideline as you are developing your case study. Your 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 (can be either academic or behavioral). 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. 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).

The following rubric will be used to score your case study. It can also serve as an additional guide as you are developing your case study. Your case study should be no more than 10 pages including charts and graphs. There are 18 elements to the case study and you should score at least 36 pts or better (Mean of 2.0 indicating proficient) in order to pass this assignment and demonstrate that you have a positive effect on student learning or behavior. Total possible pts is 54.

### Case Study Scoring Rubric

		Scoring Criteria	
Standard	Developing (1)	Proficient (2)	Advanced (3)
<b>Problem Identification, 1.1</b>	The student's behavior is identified but not operationally defined.	The student's behavior is operationally defined, but not in terms of current and desired levels of performance.	The student's behavior is operationally defined in terms of current and desired levels of performance.
<b>Problem Identification, 1.2</b>	A baseline for the student behavior is not established or has insufficient data.	A baseline for the student behavior is established using sufficient data.	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines.
<b>Problem Identification, 1.3</b>	Parents/guardians and teachers are not involved in the problem-identification process.	Either parents/guardians or teachers, but not both, are involved in the problem-identification process.	Parents/guardians and teachers are involved in the problem-identification process.
<b>Problem Analysis, 2.1</b>	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable.	One or more hypotheses are developed to identify the functions of the behavior and/or the conditions under which the behavior occurs in two or more of areas: child factors, peers, curriculum, teacher, classroom, home.	Hypotheses are generated through collaboration with others and address two or more areas and are measurable.
<b>Problem Analysis, 2.2</b>	Appropriate data were not collected to confirm or reject the hypotheses.	There is evidence that appropriate data were collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation,	There are multiple sources of data that converge on each proposed hypothesis.

		tests results, self-report.	
<b>Problem Analysis, 2.3</b>	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	Hypotheses reflect some awareness of issues related to diversity, but are not fully explained or show limited understanding.	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)
<b>Intervention, 3.1</b>	The link between the problem analysis, selected interventions, and observable, measurable goal statements is not present or unclear.	The link between the problem analysis, selected interventions and observable, measurable goal statements is present, but might be vague or difficult to measure.	The link between the problem analysis, selected interventions, and observable, measurable goal statements is clear and complete.
<b>Intervention, 3.2</b>	The selected interventions are not evidence-based (e.g., research literature, functional analysis, single case design) for identified concerns.	The selected interventions are generally evidence-based (e.g., research literature, functional analysis, single case design), but the connection to the identified concerns may not be clearly articulated.	The selected interventions are clearly evidence-based (e.g., research literature, functional analysis, single case design) for the identified concerns.
<b>Intervention, 3.3</b>	The selected interventions do not reflect sensitivity to individual differences, resources, classroom practices, and other systems issues. Acceptability of interventions is not verified.	The selected interventions generally reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified.	The selected interventions clearly reflect sensitivity to multiple variables including individual differences, resources, classroom practices, resources, and other relevant system issues. Acceptability of the intervention is verified.
<b>Intervention, 3.4</b>	It does not appear that a collaborative process was used to design the intervention and there is no reporting of the logistics of setting, time, resources, and	It appears that a collaborative process was used to design the intervention and there is reference to the logistics of setting, time, resources, and personnel included in the plan. Some	It is clear that a collaborative process was used in designing the intervention and the plan reflects the logistics of setting, time, resources, and personnel included in the plan.

	personnel included in the plan.	of the aspects of these logistics may be vague or have not been fully considered.	
<b>Intervention, 3.5</b>	No report on the integrity of the intervention is provided.	It is clear that treatment integrity was monitored, but may have been done so intermittently or in an informal manner.	The intervention is monitored and data are provided to ensure that it is implemented as designed.
<b>Evaluation, 4.1</b>	Progress monitoring data are not demonstrated on a chart.	Progress monitoring data are demonstrated on a chart.	Charting includes student performance trend lines, and/or goal lines.
<b>Evaluation, 4.2</b>	The selected interventions are not demonstrated to be effective through data comparison.	The selected interventions appear to be somewhat effective as compared to the baseline data.	The selected interventions are demonstrated to be effective when compared to both baseline data as well as from other sources/settings.
<b>Evaluation, 4.3</b>	Data are not used to inform further problem solving and decision making.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).	Data are used to inform further decision-making through additional analysis including for example, single case design with changing criterion, parametric, component analysis, multiple baseline, and/or alternating treatment.
<b>Evaluation, 4.4</b>	Follow up strategies for transfer/generalization are not addressed.	Follow up strategies for transfer/generalization is addressed.	Follow up strategies for transfer/generalizations are documented as effective.
<b>Evaluation, 4.5</b>	Effectiveness of the interventions are not communicated or shared.	Effectiveness of the interventions is shared through collaboration with parents, teachers, and other personnel. The presentation of this data does not	Effectiveness of the interventions is shared with other stakeholders through the use of technology and from this data, modifications for

		reflect the use of technology or is perhaps presented through informal strategies.	future interventions are considered.
<b>Professionalism, 5.1</b>	It is not clear that all legal and ethical guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).	All legal and ethical guidelines appear to have been followed in completing this case study.	All legal and ethical guidelines, as well as best practices, have been followed in completing this case study.
<b>Professionalism, 5.2</b>	The final report does not reflect a professional product as there are spelling or grammatical errors and/or the presentation is difficult to follow.	The final report reflects an adequate level of professionalism but might have some errors present.	The final report reflects and exemplary level of professionalism as it is clearly written and free of errors.

**Comments:**


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**Total points** \_\_\_\_\_/54

**[Students must achieve a minimum of 36 (or an average of 2.0) indicating overall proficiency]**

## COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

### Ph.D. Program in School Psychology

Your written and oral comprehensives consist of three distinct components that have separate deadlines and procedures. It is important that you read the guidelines for each component carefully and adhere to these deadlines so as not to delay in your studies. The first two components consist of the National School Psychology Examination and the formal written comprehensive exam. These two pieces are considered your Written Comprehensives, and both elements must be successfully passed before you can schedule your Oral Comprehensives. The following guidelines and timelines must be followed:

1. The student's plan of study must be submitted to and approved by the Graduate School in your second semester of the program.
2. The student meets with his or her advisor to discuss the appropriate semester in which to complete the written comprehensive examination requirement. Although there is no specific coursework requirement, students will need to have completed the majority of their coursework in order to successfully complete their comprehensive exams. The advisor requests that the student complete the Permission to Take Written Comprehensives form (included in this handbook). The advisor and the student must sign the form a **semester before** the student would like to complete the written comprehensive examination. A copy of the completed form needs to be submitted to the major advisor, the School secretary (to be filed in the student's permanent file), and the comprehensive examination coordinator. Concurrently with filing the Permission to Take Written Comprehensive Exams form, the student needs to submit the Request for Appointment of Doctoral Committee to the Graduate School ([www.unco.edu/grad/forms/RequestDocCommittee.pdf](http://www.unco.edu/grad/forms/RequestDocCommittee.pdf)).
3. There is no specific date for when you must take the National School Psychology Exam, but you must have passed the exam (a score 165 or above is required) prior to requesting your oral comprehensives. Therefore, the latest you want to schedule this exam is for the semester prior to when you will complete your orals. All students are required to submit to the School Psychology Program comps coordinator **AND** the School secretary their National School Psychology exam TOTAL AND SUBSCALE scores (sometimes called the NASP exam) 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 having NCSP exam scores sent to UNC does **NOT** mean they will be received by the comps coordinator or the secretary. Rather, you will need to make photocopies of the printout you receive and give those to the comps coordinator and secretary. When both the in-house written exam and the NCSP Exam scores of pass have been received, the secretary will submit a "pass" of the written comprehensives to the Graduate School. Information about the exam, registration materials and sample questions are available at [www.ets.org/praxis](http://www.ets.org/praxis). Additionally, study materials are available in the DML. The School Psychology Exam is under Praxis II and is test 0401.
4. Students should appoint their doctoral committee using the Request for Appointment of a Doctoral Committee form ([www.unco.edu/grad/forms/RequestDocCommittee.pdf](http://www.unco.edu/grad/forms/RequestDocCommittee.pdf)) concurrently with completing the Permission to Take Written Comprehensives form. Students are required to form committees composed of two school psychology faculty members (one of these must be the chair of the committee), one Applied Psychology & Counselor Education faculty member or related department/School member, and one outside faculty member. Committee appointment forms must be submitted to the Graduate School.
5. The formal written exam will be held on the 3<sup>rd</sup> Friday of the fall and spring semesters from 8am to 2pm (and the subsequent weekend). This written examination will focus on two major areas:

- Two or three comprehensive questions – these will involve the student answering questions that may be based on a case study presented to students at the time of the exam. The intent is that questions will be related to program objectives. Students should be familiar with content related to each program objective as outlined at the beginning of this handbook.
  - A question related to the student’s self-reported area of concentration – this will require the student to “declare” an area of concentration prior to the exam. This area can be designated on the Permission to Take Written Comprehensives Form.
5. The written exam will be held on the third Friday of the semester from 8am to 2pm. From 8am to 10am, students will be given an opportunity to review case study materials. Students will write answers to the case study questions from 10am to 2pm. Students may choose to use a laptop computer or hand write their responses. Students are responsible for providing 3 copies of their responses to the comprehensive examination coordinator (typed responses may be emailed to the comps coordinator). Students may use a DSM during the exam; no other outside resources are permitted.
  6. Upon turning in exam responses, students will be given their concentration area question. Students are required to write a 10-page paper in APA format, including references, answering the question. Three copies of papers are due at 9am the following Monday.
  7. Each student’s responses/paper will be read and scored by two full-time school psychology faculty members. For the concentration area question, one of the members will be randomly assigned, and the second will be a person whose professional interests and experiences most closely align with the student’s stated area of expertise. Students will be given a score of high pass, pass, or fail for each question. Grades will be based on consensus or near consensus by the readers. In the event of a disagreement between the readers, an additional faculty member will read and score the response(s). Feedback will be given no later than 2 weeks following the written exam. Students with a score of “fail” on one question will be allowed to re-take a similar question the Friday following midterm of the same semester, and no score will be submitted to the Graduate School at that time. If the question failed is the concentration area paper, the student will be given a similar question on the re-take day, and the written response will be due on the following Monday at 9:00am. Students with a score of “fail” on two or more questions must re-take the entire written exam the following semester, and a score of “fail” will be submitted to the Graduate School. Please see the UNC catalog (<http://catalog.unco.edu/08-09Catalog.pdf>) for more information about UNC policies relating to comprehensive examinations and program termination.

**Amended Spring 2009**



**PERMISSION TO TAKE  
WRITTEN COMPREHENSIVE EXAMINATION  
SCHOOL PSYCHOLOGY PROGRAMS**

Name: \_\_\_\_\_ Bear #: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Advisor: \_\_\_\_\_

e-mail \_\_\_\_\_

Degree and Program (circle one):      EdS                      PhD

Semester of Examination:

NCSP Exam (EdS & PhD) \_\_\_\_\_

In-house written exam (PhD only) \_\_\_\_\_

Declared Area of Expertise (doctoral students only):

\_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Additional Criteria:

\_\_\_\_\_ Plan of Study on file at the Graduate School (EdS & PhD)

\_\_\_\_\_ Doctoral committee approved by the Graduate School (PhD only)

<http://www.unco.edu/grad/forms/requestdoccommittee.pdf>

## Oral Comprehensive Examination

1. Students are responsible for scheduling their oral comprehensive examinations after the 6<sup>th</sup> week of the semester during which written comps were taken. Students must submit the Request to Schedule a Doctoral Examination Form ([www.unco.edu/grad/forms/ReqSchedDocExam.pdf](http://www.unco.edu/grad/forms/ReqSchedDocExam.pdf)) to the Graduate School two weeks prior to the exam. In addition, notification to the College of Education and Behavioral Sciences Dean's office for publication in their weekly newsletter is required.
2. Seven days prior to the oral examination, the Major Advisor provides the student and each Committee Member with a research article for a review during the oral examination period.
3. The 2-hour oral examination will include discussion of three topics:
  - Follow-up to the written exam responses – the committee will ask questions that logically follow from the written exam responses, focusing especially on areas of weakness from the written exam and program objectives not sampled during the written comprehensive exam.
  - Article critique – the committee will ask students to critique an article they are given 7 calendar days before the exam (see Quantitative Research Critique Guide below).
  - Preliminary proposal – the committee and student will discuss the student's proposal for a dissertation topic. This would require the student to provide a 5-8 page paper to the committee 7 calendar days before the oral exam. This paper should include a rationale for the study (including references) and an overview of the methodology.

Oral examinations will be scored using the attached Oral Comprehensive Examination Scoring Sheet. For a score of "pass," students must have no more than one criterion scored 1, and they must have a 3 or better on 5 of 6 "Question" items and 3 of 4 "Article Critique" items.

**Spring 2007**  
**Amended Spring 2009**

## **Quantitative Research Critique Guide (for Orals preparation)**

1. Do the authors provide a good justification for the need to conduct the study? i.e., will the results have apparent practical or theoretical importance? Or will the study address some limitation or weakness in prior research?
2. Is the problem addressed by the study stated clearly? Or is it difficult to determine exactly what the purpose of the study is?
3. Does the review of literature seem comprehensive and up to date?
4. Do the authors critically evaluate the studies in their review of literature? Do they point out flaws and limitations in the prior research? Or do they merely list previous research?
5. Do the authors connect the literature to the current study? For example, do they use the literature to establish their research questions, hypotheses, target groups, variables, etc.?
6. Are there explicitly stated research hypotheses or does the reader have to infer what the hypotheses might be?
7. In the methods section are the subjects clearly described? Do the authors provide sufficient information about the subjects that you have a good understanding of the population being represented? Or is the description vague and limited?
8. Is the sampling method clearly described? i.e., do you have a good idea about how the subjects were selected and where they came from? Was sampling done randomly, were volunteers used, etc.?
9. If a survey was used, is the response rate given? Do they describe procedures used to improve response rate such as followup reminders, etc.? If there is a < 100% response rate do the authors discuss methods for determining if subjects are representative of the population? Do they discuss possible problems with nonresponse bias?
10. Is there an adequate number of subjects for this study? Do the authors provide information justifying the sample size?
11. In the instrumentation section do the authors clearly describe any scales or instruments they have used? Do they discuss reliability and validity of their measures?
12. Do they clearly describe how they measured each of the variables in their study?
13. Do the authors clearly describe the design they used?
14. If an experimental design is used do they clearly describe the conditions being manipulated and the procedures used to carry out the study?
15. Regardless of the design of the study, do the authors present sufficient detail about the procedures used to conduct the study that you could possibly replicate the study? If procedures are not clear, what aspects of the design would require additional information?

16. In presenting the results do the authors present them clearly enough that you can easily determine which result answers which research question?
17. Where statistical tests are used, do the authors discuss assumptions prior to reporting results? If not, is there information in the paper that might suggest possible problems with assumptions, e.g., small N, dramatically unequal standard deviations, etc.?
18. Do the authors present appropriate descriptive statistics, such as means and standard deviations?
19. If tables or graphs are used are they clearly labeled and easy to follow?
20. Are statements regarding statistical significance interpreted correctly?
21. For nonsignificant results, does lack of statistical power seem to be the problem or do the authors discuss other possible reasons for the results?
22. In the discussion or conclusions section do the authors appear to correctly interpret the results? Do the conclusions seem to match the results?
23. Are the results discussed in terms of previous research? And are the results linked back to the original research questions or hypotheses?
24. Do the authors discuss possible problems or limitations with their study in terms of design, sampling, the measures, they used, etc.?
25. Do they appropriately limit their conclusions in terms of the sample used, the measures, etc. Or do they tend to "go beyond the data" in generalizing the results of the study?

## Oral Comprehensive Examination Scoring Sheet

Student ID \_\_\_\_\_

Semester \_\_\_\_\_ 20 \_\_\_\_

Score each item on a scale of 1 to 5, with 1 being “unsatisfactory,” 3 being “satisfactory,” and 5 being “outstanding”

	<u>Score</u>
<b><u>Questions Related to School Psychology PhD Objectives 1.1 to 5.2</u></b>	
1. Student was able to respond adequately to questions related to written exam	_____
2. Student answered questions completely and in sufficient depth	_____
3. Student cited literature relevant to the questions	_____
4. Student’s responses indicated sufficient breadth of knowledge	_____
5. Student was able to take a position and defend it	_____
6. Student displayed awareness of professional issues and current trends in the field	_____
<b><u>Article Critique</u></b>	
1. Student adequately critiqued the study’s literature review	_____
2. Student adequately critiqued the study’s methodology and statistics	_____
3. Students adequately critiqued the conclusions drawn in the article	_____
4. The student talked thoughtfully about what they would do differently if they were to conduct the study	_____

Note: For a score of “pass,” the student must have no more than one criterion scored 1, and they must have a 3 or better on 5 of 6 “Question” items and 3 of 4 “Article Critique” items.

# SCHOOL PSYCHOLOGY PRACTICA AND INTERNSHIP

## Introduction to Practica and Internship Requirements

All students are required to complete numerous practicum courses prior to graduation. Each course is designed to provide “hands on” experiences related to skills-based competencies (see attached model). The practica curriculum consists of the following:

Practicum in Child, Adolescent & Family Interventions (APCE 618)	150-170 hours
Practicum in School Psychology (APCE 779)	180 hours
Supervision of Psychological Testing (APCE 775)	50-60 hours
Elective Practicum I	180 hours
Elective Practicum II	180 hours
Total Practica Hours	740-770 hours

The two elective practica are in areas such as evidence-based interventions, family therapy, neuropsychology, consultation, and play therapy.

Students are to document their experiences in the school by keeping a log detailing their experiences. These types of experiences and forms used are consistent with the Field Experience, Internship & Practicum Log (presented later in this Handbook). However, additional forms may be used and will be provided by the instructor of the practicum course.

If you are planning on applying for an APA- or APPIC-member internship, it is suggested you keep especially careful records of your clinical experiences as you will be asked to provide this information on your application. Various recording forms exist and can be found at:

[www.appic.org/training/7\\_4\\_training\\_web\\_links\\_rev7\\_08.htm](http://www.appic.org/training/7_4_training_web_links_rev7_08.htm)

Revised 4/2009

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**SCHOOL PSYCHOLOGY PRACTICUM LOG**

Name \_\_\_\_\_ Week \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Domains	Description of Activities	Weekly hours	Total hours	Diverse Popul.
<b>Human Learning and Effective Instruction</b>				
• Academic Intervention				
• Academic Consultation				
<b>Formal and Informal Assessment</b>				
• Observation				
• Assessments				
• Report Writing				
• Report Interpretation				
• Prog Eval/Research				
<b>Typical and Atypical Developmental Processes</b>				
• Affective Education				
• Work w/ students on adaptive func. skills				
<b>General and Special Education &amp; Educational Systems</b>				
• Orienting to the system (school/clinic)				
• Educational mtgs				
<b>Effective Evidence Based Interventions</b>				
• FBA				
• Individual				
• Group				
• Crisis Intervention				
<b>Collaboration &amp; Consultation</b>				
• Teacher				
• Family				
• School Personnel				
• Community Agency				
<b>Legal, Ethical and Professional Practice</b>				
• IEP meetings				
• Technology				
• Inservices				
• Workshops/Conf.				

**Weekly totals**

In-school hours \_\_\_\_\_

Out-of-school hours \_\_\_\_\_

Supervision hours \_\_\_\_\_

Cc: Student File

Course Instructor

Field Supervisor

**Semester Total**

In-school hours \_\_\_\_\_

Out-of-school hours \_\_\_\_\_

Supervision hours \_\_\_\_\_



## SCHOOL PSYCHOLOGY PRACTICUM EVALUATION

APCE 779  
Programs in School Psychology  
School of Applied Psychology & Counselor Education  
University of Northern Colorado  
Greeley, CO 80639

(970) 351-2731

**Trainee Name:** \_\_\_\_\_

**Training Setting:** \_\_\_\_\_

**Setting Supervisor:** \_\_\_\_\_

**Total Number of Practicum Hours:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_

Please complete and return this evaluation form to the practicum supervisor at the end of the trainee's practicum experience. Please rate according to the following scale, with NA indicating that the practicum student has not had an opportunity to attempt the task.

- 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 - **Expert**

Students must earn an average rating of “3” for each section in order to successfully complete this practicum.

Thank you in advance for your cooperation.

- I. **Human Learning & Effective Instruction (Objective 1.1) – To provide knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills, including instruction.**

A. Participates in developing appropriate learning goals for students.	1 2 3 4 5 NA
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B. Able to translate assessment results into appropriate academic recommendations to address student learning goals.	1 2 3 4 5 NA
C. Facilitates the implementation of appropriate and evidence-based academic interventions to help students meet learning goals.	1 2 3 4 5 NA
D. Considers the attainment of standards when planning recommendations or developing individual plans.	1 2 3 4 5 NA

Comments:

**II. Formal and Informal Assessment (Objective 3.1) – To provide knowledge of and skills in using varied models and methods of formal and informal assessment that yield information useful in understanding problems, developing interventions, and measuring progress and accomplishments.**

A. Selects appropriate instruments based on the presenting concern.	1 2 3 4 5 NA
B. Able to correctly administer and score norm-referenced assessments.	1 2 3 4 5 NA
C. Able to correctly administer and score curriculum based measures.	1 2 3 4 5 NA
D. Able to accurately observe school, classroom, and testing environment.	1 2 3 4 5 NA
E. Interviews teachers, parents, and children to gather additional information.	1 2 3 4 5 NA
F. Incorporates material from school records and developmental history into interpretation of assessment results.	1 2 3 4 5 NA
G. Able to organize and carry out a functional behavioral assessment.	1 2 3 4 5 NA
H. Able to interpret, integrate, and communicate information in written form that is clear, accurate, and concise.	1 2 3 4 5 NA
I. Able to communicate assessment results in a clear understandable manner, including measurement concepts.	1 2 3 4 5 NA
J. Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1 2 3 4 5 NA
K. Able to monitor 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
M. Student's work results in positive outcomes for children/students.	1 2 3 4 5 NA

Comments:

III. **Typical and Atypical Human Development** (Objective 1.2) – **To provide knowledge of typical and atypical human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.**

A. Uses formal and informal assessment results to develop appropriate goals for students with differing abilities and needs.	1 2 3 4 5 NA
B. Assists with the implementation of appropriate, evidence-based interventions to support student goals.	1 2 3 4 5 NA
C. Capable of developing and implementing behavioral, affective, or adaptive goals for students and monitoring student progress toward selected goals.	1 2 3 4 5 NA
D. Demonstrates effective methods for documenting intervention effects.	1 2 3 4 5 NA

Comments:

IV. **Individual Diversity in Learning and Development** (Objective 1.3) – **To provide a respect for and an understanding of individual differences, abilities, and disabilities, and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.**

A. Able to identify risk and resiliency factors in children and their environment and use this information in program development.	1 2 3 4 5 NA
B. Able to work sensitively with diverse children and their parents.	1 2 3 4 5 NA
C. Capable of developing and implementing academic and behavioral interventions that reflect knowledge and understand of a student's culture, language, and individual learning characteristics.	1 2 3 4 5 NA

Comments:

V. **School and Systems Organization, Policy Development, and Climate** (Objective 2.1) – **To assist students in understanding the systemic nature of schools and other settings, as well as specific knowledge of general education, special education, and other educational and related services.**

A. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBS, discipline policies).	1 2 3 4 5 NA
B. Understands different group norms that allow for effective team meetings (e.g., time limits, agendas).	1 2 3 4 5 NA
C. Conducts effective inservices or other programs to that permit	1 2 3 4 5

assist in professional development.	NA
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Comments:

**VI. Evidence-based Interventions and Programs (Objectives 4.1 & 4.2) – To provide skills in identifying the need for and effectively providing prevention and intervention services at individual and systemic levels, including school-wide interventions and crisis response (4.1).**

**To provide skills in individual and group counseling with children and youth in schools and other settings, with a focus on evidence-based practice (4.2).**

A. Demonstrates knowledge of a number of different prevention and intervention techniques that can be implemented across individual, group, classroom, or school settings.	1 2 3 4 5 NA
B. Able to adapt prevention and intervention strategies to meet unique student needs.	1 2 3 4 5 NA
C. Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs.	1 2 3 4 5 NA
D. Able to develop rapport with students, teachers, and families.	1 2 3 4 5 NA
E. Able to effectively provide targeted interventions such as individual or group counseling.	1 2 3 4 5 NA
F. Able to effectively implement and monitor focused behavioral interventions.	1 2 3 4 5 NA
G. Participates in risk assessments and crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA

Comments:

**VII. Consultation and Collaboration (Objective 2.2) – To provide knowledge and skills in various models of consultation and collaboration, as well their application to family, school, and community systems.**

A. Demonstrates effective communication skills with school personnel, families, and children.	1 2 3 4 5 NA
B. Displays good listening skills.	1 2 3 4 5 NA
C. Participates in group discussions, ask questions, and/or summarizes appropriately.	1 2 3 4 5 NA
D. Is knowledgeable of different models and levels of consultation and participates at individual, group, and system levels.	1 2 3 4 5 NA
E. Is able to ask for and integrate the views of others when discussing information or intervention options.	1 2 3 4 5 NA
F. Is able to consider parent/caregiver needs and characteristics in	1 2 3 4 5

evaluation and intervention planning.	NA
G. Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1 2 3 4 5 NA
H. Works to create/strengthen ties to the community and its resources.	1 2 3 4 5 NA
I. Evaluates the effectiveness of consultation efforts.	1 2 3 4 5 NA

Comments:

- VIII. **Legal, Ethical, and Professional Practice** (Objectives 5.1 & 5.2) – School psychology practicum students have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to service for children and families; and of ethical, professional, and legal standards. They also have knowledge of information sources and technology relevant to their work.

A. Demonstrates understanding of and practices in accordance with law and ethics as they relate to parent rights and educational practice.	1 2 3 4 5 NA
B. Is familiar with and 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. Is familiar with computer scoring and IEP programs and uses them appropriately.	1 2 3 4 5 NA
E. Uses internet resources to enhance psychological services provided.	1 2 3 4 5 NA
F. Uses technology to enhance communication when conducting inservices, presenting, or providing feedback to parents.	1 2 3 4 5 NA

Comments:

- IX. **Professional Work Characteristics** (Objective 5.2) – 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, presentations, and timely follow through.	1 2 3 4 5 NA
D. Accepts responsibility for own behavior (learns from mistakes).	1 2 3 4 5

	NA
E. Willingly accepts and carries out assignments.	1 2 3 4 5 NA
F. Accepts and responds well to criticism/suggestions	1 2 3 4 5 NA
G. Recognizes own limitations and seeks advice.	1 2 3 4 5 NA
H. Seeks opportunities to learn from supervisor.	1 2 3 4 5 NA
I. Returns phone calls/emails promptly.	1 2 3 4 5 NA
J. Adheres to district procedures (dress, hygiene, policies/forms for cases, employee procedures)	1 2 3 4 5 NA

Comments:

**X. Trainee Strengths and Needs**

1. Areas of greatest strength or competency:
  
2. Areas of least strength or competency (does not necessarily imply unacceptable or inadequate performance).

**XI. Recommended Grade from Setting (Circle One)**

I  
**Incomplete**

C  
**Inadequate**

B  
**Satisfactory**

A  
**Excellent**

*I certify that I have read the evaluation.*

\_\_\_\_\_  
*Practicum Student's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Site Supervisor's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*University Supervisor's Signature*

\_\_\_\_\_  
*Date*



**School Psychology Ph.D. Internship Guidelines**  
**Programs in School Psychology**  
**School of Applied Psychology & Counselor Education**  
**University of Northern Colorado**  
**Greeley, CO 80639**

Requirements for the School Psychology Internship include at least 1500 hours of supervised experience at the Ph.D. level (see additional options below). The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist with supervision. Interns spend 1500 clock hours practicing as a School Psychologist under the supervision of a licensed 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, child advocacy, program development and evaluation, and assessment and diagnosis from Child Find to staffing.

### **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. Required practicum and intern training cannot be taken concurrently.

Before beginning your search for an appropriate site, consult with your Major Advisor and pick up a copy of UNC's Internship Guidelines and Internship Approval Forms from the Internship Coordinator. Remember to have your Internship Proposal Form (provided later in this handbook) signed by the appropriate parties before actively pursuing a training site. There are two main sources for finding an internship, one is through the Association of Psychology Postdoctoral and Internship Centers (APPIC). This organization has a website ([www.appic.org](http://www.appic.org)) of the various APPIC-member internships and allows you to turn in one uniform application that can go to a number of different sites without filling out several applications. The second strategy is to review the Internship Listing that is provided to prospective interns at the informational meeting held each fall, in your student handbook which has the contact person and phone for several in and out of state internship sites that have been held by previous UNC students.

### **School Psychology Doctoral Internship Options** (Approved by Program Faculty on November 17, 1993)

Regardless of the option you select, Ph.D. students enroll in internship across three semesters, typically taking 4 credit hours across the fall, spring and summer semesters.

#### **Option 1:**

APPIC-member internships that are not predominately school based (2000 clock hours required) may be pursued. Ph.D. students with less than two years of experience in the delivery of school psychological services, however, must complete an approved one semester (600 clock hours) school based internship before they pursue an APPIC training site that is not predominately school based.

**Option 2:**

Completion of a minimum of 1500 clock hours (180-day or greater contract) in a school setting (APPIC or faculty approved). The experience may occur in more than one setting, yet the required hours must be completed within 24 months. Prospective interns with at least two years of experience in the delivery of school psychological services should focus on training sites that allow a greater focus on supervision and consultation.

**Option 3:**

An integrated internship (at least 600 clock hours in a school setting with the rest, up to a total of 1500 hours in a non-school based setting – clinic, mental health center, etc.) may be pursued. For example, if you completed a part-time internship at the Colorado Department of Education (~750 hours), you'd need to complete a part-time internship in the schools for at least another 750 hours. If 1500 hours are not completed by the end of the academic school year, the student would complete the remaining clinical hours over the summer or the following semester. The required number of hours (1500) would need to be completed within 24 months.

**Prerequisites for the internship.** Interns in school psychology must be cleared according to the Ph.D. Internship Clearance Form (provided in this handbook) prior to seeking an internship. You must have taken and passed the National School Psychology exam prior to taking your orals, and proposing your dissertation. If for any reason you need an exception to this policy, you may petition with your advisor and the other faculty.

A Ph.D. student must complete their prerequisites and degree requirements with the exception of:

APCE 799      Doctoral Dissertation

In order for students to apply for their doctoral internship in school psychology, they must demonstrate that significant progress toward their doctoral dissertation is being made.

**Dissertation Proposal Before Internship Policy:** The Proposal Defense must be scheduled before any student can apply for internship. The Proposal Defense can not be scheduled until at least one draft of the entire proposal (Chapters 1-3) has been submitted to the student's advisor, and the advisor has approved the scheduling of the Proposal Defense. No internship hours will be counted until the Research Proposal has been successfully defended and filed with the Graduate School.

May 2003  
Rev. September 2005

**Applying for the internship.** Students in preparation for the internship are required to attend the internship planning meeting during the fall semester before the student intends to begin their internship. At that meeting, strategies for obtaining internships will be discussed, APPIC guidelines will be reviewed, and all forms and policies related to internship (e.g., Ph.D. Clearance form, Internship logs) will be explained.

**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><b>1. Human Learning &amp; Effective Instruction</b> (CDE 11.06:2/APA Obj. 1.1):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ applying learning, motivation, and developmental theories to improve learning and achievement for all children/students;</li> <li>✓ using results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities; and</li> <li>✓ evaluating the effectiveness of academic intervention strategies.</li> </ul>
<p><b>2. Formal and Informal Assessment</b> (CDE 11.06:3/APA Obj. 3.1):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ evaluating a variety of children at various age levels, handicapping conditions, giftedness;</li> <li>✓ gaining exposure to a variety of referral problems, including special class eligibility, retention, acceleration, learning difficulties, preschool screening;</li> <li>✓ developing skills in administration, scoring and interpretation of a wide variety of diagnostic instruments;</li> <li>✓ developing skills in observation, curriculum-based measurement, and other informal assessment strategies; and</li> <li>✓ evaluating the outcomes of programs and services using relevant research design, statistics, and methodology.</li> </ul>
<p><b>3. Typical and Atypical Human Development Processes</b> (11.06:4/APA Obj. 1.2):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ working with children from different developmental levels, birth to 21;</li> <li>✓ using the results from assessments to design developmental appropriate intervention programs;</li> <li>✓ facilitating implementation of individualized interventions such as behavioral support plans to achieve student goals.</li> </ul>
<p><b>4. Individual Differences and Diversity</b> (CDE 11.06:5/APA Obj. 1.3):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ working with populations across diverse groups across areas of cultural, socioeconomic, linguistic, and ability differences;</li> <li>✓ identifying risk and resiliency factors in children and using this information in program development; and</li> <li>✓ implementing strategies selected and/or adapted based on individuals characteristics, strengths and needs.</li> </ul>
<p><b>5. General Education, Special Education, Other Education and Related Services</b> (CDE 11.06.6/APA Obj. 2.1):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ systems consultation with either a unit within a school or school-wide using either the mental health or organizational development model;</li> <li>✓ working with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments; and</li> <li>✓ participating in the evaluation of these efforts.</li> </ul>

<p><b>6. Models of Effective Evidence-Based Programs</b> (CDE 11.6:7/APA Obj. 4.1 &amp; 4.2):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ participating and/or implementing school-wide prevention and interventions programs;</li> <li>✓ providing targeted secondary/tertiary interventions such as individual and group counseling;</li> <li>✓ implementing affective education and positive behavioral interventions and supports; and</li> <li>✓ participating in risk assessment and crisis intervention.</li> </ul>
<p><b>7. Consultation and Collaboration</b> (CDE 11.06:8/APA Obj. 2:2):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ individual consultation using the mental health, collaborative, or behavioral models;</li> <li>✓ consulting with a variety of individuals to promote and provide a variety of comprehensive services to families and children;</li> <li>✓ participating in pre-referral meetings, multidisciplinary staffings, and other meetings as appropriate;</li> <li>✓ conferring informally with teachers, parents, and pupil personnel staff;</li> <li>✓ promoting family involvement through collaboration, frequent communication, and formal programming (e.g., parent workshops);</li> <li>✓ knowing and connecting with community resources; and</li> <li>✓ evaluating the effectiveness of consultation outcomes.</li> </ul>
<p><b>8. Legal, Ethical &amp; Professional Practice</b> (CDE 11.06:9/APA Obj. 5.1 &amp; 5.2):</p> <p><b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ attending and participating in professional staff meetings with members of APCE;</li> <li>✓ affiliating with professional organizations such as CSSP, NASP, CPA, APA, WPA, RMPA and attending meetings of such organizations;</li> <li>✓ participating in inservice programs to develop new skills;</li> <li>✓ reading selections from current professional publications and developments, trends, and issues in the field of school psychology;</li> <li>✓ knowing and following legal responsibilities as school psychologists (e.g., child abuse reporting); and</li> <li>✓ integrating information sources and current technology, to enhance quality of service.</li> </ul>

**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 threaten the integrity of the supervisors' credentials. To ensure that this is the case, interns are expected to meet the following responsibilities:

<p>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, reimbursement for travel, and additional time allotted for research and professional development. (See intern agreement form later in this Handbook.)</p>
<p>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.</p>
<p>③ Interns will consider themselves responsible full-time staff members.</p>
<p>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</p>

his or her Field Supervisor one hour per week.
⑤ Interns will attend at least three of the four supervisory meetings with the University Supervisor as scheduled during the term to review the placement experience. Those interns in out-of-state placements will ensure that the University Supervisor has a current phone number and e-mail address to facilitate monthly contact.
⑥ Interns will maintain an accurate log of all hours spent in placement-related activities, with a particular view to meeting the goals and objectives for school psychology interns (School Psychology Internship Log in this Handbook). These logs will be turned in to the University Supervisor monthly.
⑦ Interns will sign all reports with a title that clearly represents their training status, such as “Practicum Student in School Psychology” or “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 student’s mentor, providing personal support and professional guidance as the student adapts to the professional demands of School Psychology; (2) that of the student’s critic, carefully evaluating the adequacy of the student’s skills and his or her suitability for the professional role of school psychologist and (3) that of the student’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 Ph.D. level interns must be supervised by a licensed Ph.D. 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 District Supervisors will supervise the student’s daily activities by preparing the student for unfamiliar situations, guiding the student through new activities, and reviewing and discussing completed activities with the student.
③ District Supervisors will direct the implementation of the placement plan through case assignment, incorporating the student into ongoing site activities, and monitoring student participation in the supervisor’s own activities.
④ District Supervisors will provide at least two hours of individual, face-to-face supervision per week except when a student works less than 10 hours per week, in which case, the supervisor should provide at least 1 hour of face-to-face supervision.
⑤ District Supervisors will inform the University Supervisor of any student behavior that interferes with the student’s effective professional practice in the placement site.

<p>⑥ District 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 District Supervisor will complete a minimum of two written evaluation with the University Supervisor, one midway through the internship and one at the end of the internship.</p>
<p>⑦ District Supervisors will review the student's log of hours, require modifications as needed, and sign the final log attesting to its accuracy</p>
<p>⑧ District Supervisors will insure that the student's practice is consistent with current legal-ethical guidelines of the profession including the <u>Professional Conduct Manual</u> (NASP, 2000), the <u>Ethical Principles of Psychologists and Code of Conduct</u> (APA, 2003), the <u>Guidelines for the Provision of School Psychological Services</u> (NASP, 2000), and the <u>Standards for Educational and Psychological Testing</u> (AERA, APA, and NCME, 1999).</p>

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

<p>① The University Supervisor will recruit placement sites and certify that these meet the program standards.</p>
<p>③ The University Supervisor will evaluate the adequacy of the plan for supervised experience as written by the student with consultation from the District Supervisor as needed to assist with planning and evaluation.</p>
<p>④ The University Supervisor will consult with the Field Supervisor and with the intern at least three times each semester. Consultation will typically consist of a 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. When internship sites are out-of-state or more than a day's drive (round trip) from Greeley, personal visits may be restricted. Consultation may be held by phone or e-mail, as desired and as necessary.</p>
<p>⑤ The University Supervisor will supplement the Field Supervision by directing class meetings of students.</p>
<p>⑥ The University Supervisor will review progress made by the student and is responsible for assigning the student's final grade for the placement.</p>
<p>⑦ The University Supervisor will insure that all of the student's supervised placements are coordinated so that they represent a diversity of experiences, with opportunities to address a broad spectrum of professional problems, with ethnically diverse children, and with grade levels ranging from preschool to high school.</p>

**Log of contact hours.** Students are expected to maintain a detailed log of all the hours spent in the supervised experience. For each recorded date, the log should specify the number of hours spent in the supervised placement, the activities engaged in, and the nature and extent of any supervision received. (Specific forms for documenting the internship contact hours are provided later in this section). At the end of each month, the student 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

summarized log should be reviewed with the District Supervisor and the supervisor will sign the log to attest to its accuracy. These logs will then be turned in on a monthly basis to the University Supervisor. The placement is not considered complete until all signed logs have been submitted to the University Supervisor.

**Internship Licenses and Temporary Teaching Eligibility (TTE).** Some school districts in Colorado will require that students apply for a Type II Authorization, Intern from CDE prior to beginning that internship. You are allowed to practice for one year under an Intern license 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 get an Emergency Authorization with a Temporary Teaching Eligibility. These allow you to practice for three years. All forms are available from CDE.

**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 from time-to-time, 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 student 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 typically provided by a school psychologist who holds a license in School Psychology from the state department of education and has at least 3 years of experience as a school psychologist. If the student is completing a portion of the internship in a non-school setting, the supervisor must be a Licensed Psychologist. 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. In some cases, the secondary supervisor may not be a licensed school psychologist, but should be licensed in the skill area in which the individual is supervising you. For example, if you are conducting groups under the supervision of the School Social Worker, this individual should be licensed and have been licensed for a minimum of three years.

Interns should receive 2 hours of face-to-face supervision from a licensed 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 nature and source of internship supervision should be documented in the internship plan.

**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 student's performance. In most cases, the Field Supervisor will evaluate students using the Internship Accomplishment Form (see p. 72-79), supplemented with written comments. However, if the student is in an APPIC-member internship, the intern may use the form from that site for midterm and final evaluation with approval from the Internship coordinator. Passing grades (S) will be given by the University Supervisor when student evaluations document that the student is demonstrating skills sufficient to practice independently as a school psychologist. For school-based internships, this includes a rating of 4 or higher on each item in the Internship Accomplishment Form and a mean rating of 2 on the Case Study Scoring Rubric. For APPIC-member internships, a similar level of proficiency is determined based on the site-specific

evaluation form. An unsatisfactory (U) will be given when student evaluations document that the student's skills are not sufficient to support independent practice. The student 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. In extenuating circumstances, students can petition the faculty for permission to change internship sites. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997  
Updated Spring 2009

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.** Students 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. Such arrangements are discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the joint goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the School Psychology faculty that they will be functioning in the role of a trainee and will be provided with training beyond your 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, students will need to meet the following criteria:

- |  |
|--|
| 1. Use a title on all official reports and correspondence that identifies the students 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.   |

Any school psychology position that was accepted or held prior to internship eligibility (i.e., proposal successfully defended) will not be considered as a potential internship placement.

Spring 2007

**Schools Where Family Members are Employed.** Students 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 student is inadvertently placed in a school where a family member is employed, it is the student's responsibility to notify the university supervisor at once.

**Absences and Withdrawals.** Students 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.

Students 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, students 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 District Supervisor and the University Supervisor. In most cases, however, students will be expected to follow the schedule of hours set forth in their written plan for the placement. Students 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 student's university program advisor and the District Supervisor.

Technically, students 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, students must notify the University Supervisor before withdrawing from a placement. At that point, a joint meeting of the student, the District Supervisor, the University program advisory, and the University Supervisor will be convened and an end to the placement will be negotiated. Students 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. Students 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.** Students 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 second placement assignments will be based upon the student's personal, written statement describing the first placement and the student's understanding of why it was unsuccessful; and on a discussion by the student and supervisors of the specific factors that contributed to the student's lack of success. In the event that a second placement is necessary, students will be responsible for registering for the 2nd internship and paying all fees and tuition due.

A student's request for a second placement assignment will be reviewed by the University Supervisor, the District Supervisor, and the student's university advisor. This group may deny the student's request, approve the student's request with a modified plan for remediation, or approve the student's request as written. A remediation plan may require that the student repeat some experiences (e.g., legal and ethical

course; counseling practicum) prior to being allowed to enroll in a second internship. Students will not be placed in second supervised placements without intervention to assure that the same concerns are not present in subsequent assignments. Students 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 Ph.D. Program in School Psychology.

**Legal Status of Students in Field Placements.** If you're in a placement in which you won't be paid (i.e., practicum), your 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, since all of you are required to have paid internships, that means that you are considered employees of the districts or sites in which you are employed and should be covered both for liability and workman's compensation under that contract. Those of you 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) and by the District's/site's liability insurance, should there be a liability issue. If you would like additional coverage or your district won't include this information in your contract, it is required that you obtain liability insurance through APA Insurance Trust (<http://www.apait.org/>) for a nominal charge per year (you must be a student member of APA) or some other company that handles professional insurance. You will be expected to show proof of insurance coverage prior to accruing any internship hours.

## Ph.D. Clearance Form for School Psychology Internship

STUDENT NAME: \_\_\_\_\_

The courses listed below need to be completed (or currently enrolled in) before you take your comprehensive examination and/or 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.

<u>Course</u>	<u>Status</u>	<u>Course</u>	<u>Status</u>
<b>School Psychology Core</b>			
APCE 660		APCE 667	
APCE 672		APCE 747	

<b>Licensing Core</b>			
APCE 777		APCE 638	
PSY 530		APCE 655/PSY 664	
APCE 607/707		APCE 758	
APCE 763		PSY 590	
APCE 623			

<b>Research Core</b>			
SRM 700		APCE 737	
SRM 602		SRM 603	
SRM 610		APCE 663 (2 semesters)	
APCE 781		PSY 675 or SRM 680	

<b>Assessment Core</b>			
APCE 674		APCE 676	
APCE 678			

<b>Practicum Core</b>			
APCE 618		APCE 779	

Two Practica – List with hours and semester/year completed – e.g., APCE 617(3)      Fall '03

\_\_\_\_\_

\_\_\_\_\_

<b>Supervision Core</b>			
APCE 770		APCE 775	

After you and your Major Advisor have signed below, a copy of the signed form should be submitted to the Internship Coordinator. Your Major Advisor will clear you for your written comprehensives if you attach a APCE comprehensive examination permit to this form (obtain from School secretary).

**To be cleared for internship, your dissertation proposal defense must be scheduled and all related paperwork submitted to the graduate school.**

**Proposal Date:** \_\_\_\_\_

\_\_\_\_\_  
Ph.D. Student & Date

\_\_\_\_\_  
Major Advisor & Date



**University of Northern Colorado**  
**School Psychology Internship Agreement:**

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Name of School System/Agency

has agreed to accept

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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 attend monthly university internship seminars which will typically take place on Friday afternoons. A schedule of these meetings is developed at the beginning of the school year.

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 cooperating practitioner 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.

Cooperating practitioners 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):

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Name of Cooperating Practitioner	License Number
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The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner 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 than that for which she or he was appointed.

APPROVAL:  
Signatures:

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Intern	Date
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Cooperating Practitioner	Date
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University Supervisor (or Designee)	Date
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### SCHOOL PSYCHOLOGY INTERNSHIP LOG

Name \_\_\_\_\_

Week \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Domains	Description of Activities	Weekly hours	Total hours	Diverse Popul.
<b>Human Learning &amp; Effective Instruction</b>				
• Academic Intervention				
• Academic Consultation				
<b>Formal and Informal Assessment</b>				
• Observation				
• Assessments				
• Report Writing				
• Report Interpretation				
• Prog Eval/Research				
<b>Typical and Atypical Developmental Processes</b>				
• Affective Education				
• Work w/ students on adaptive func. skills				
<b>General and Special Education &amp; Educational Systems</b>				
• Orienting to the system (school/clinic)				
• Educational mtgs				
<b>Effective Evidence-Based Programs</b>				
• FBA				
• Individual				
• Group				
• Crisis Intervention				
<b>Collaboration &amp; Consultation</b>				
• Teacher				
• Family				
• School Personnel				
• Community Agency				
<b>Legal, Ethical and Professional Practice</b>				
• IEP meetings				
• Technology				
• Inservices				
• Workshops/Conf.				

**Weekly totals**

In-school hours \_\_\_\_\_

Out-of-school hours \_\_\_\_\_

Supervision hours \_\_\_\_\_

**Semester Total**

In-school hours \_\_\_\_\_

Out-of-school hours \_\_\_\_\_

Supervision hours \_\_\_\_\_

Cc: Student File

Course Instructor

Field Supervisor



**University of Northern Colorado  
Midterm and Final Internship Accomplishment Form**

Intern: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Evaluation Dates: Mid \_\_\_\_\_ Final \_\_\_\_\_

Please use the following ratings to evaluate the intern at midterm and at the end of the intern's placement. If the intern has not yet had the opportunity to attempt a particular skill, please note N/O and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4/5 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, # 31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

- 1 – **Needs further formal training.** The intern has not had sufficient training and/or practice to develop competence or lacks basic professional maturation in this area. Skill development requires further instruction and/or academic study.
- 2 – **Limited independence, needs close supervision.** Skills are at the beginning level. Supervision and experience are expected to develop skills further and apply consistently.
- 3 – **Somewhat independent, moderate supervision is necessary.** Intern has basic skills, but needs support in ongoing skill development and application to difficult or complex cases.
- 4 – **Mostly independent, minimal need for supervision.** Intern reflects upon performance and self-corrects, seeking information and resources as needed. Competence is assessed to be above average for a practicing school psychologist intern suggesting only a minimal amount of supervision is needed.
- 5 – **Independent, little or no supervision required.** Competence for practice is well developed and reflects a capacity for independent functioning. (NOTE: This level of competence usually would be consistent with a school psychologist with 1-2 years of experience).

<b>STANDARD</b>	<b>MONTH/YEAR &amp; INITIAL UNDER RATING THAT BEST DESCRIBES LEVEL OF INTERN ACCOMPLISHMENT</b>					<b>COMMENTS (PLEASE DATE YOUR COMMENTS)</b>
<b>Human Learning and Effective Instruction (CDE 11.06:2/ APA Obj. 1.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
1. School psychology interns apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.						
2. School psychology interns are knowledgeable about learning theory and cognitive strategies and utilize student centered learning principles to help students develop their abilities to be self-regulated learners.						
3. School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/ student achievement.						
4. School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.						
5. School psychology interns evaluate the effectiveness of interventions, and modify, as necessary and appropriate.						

<b>Informal and Formal Assessment (CDE 11.06:3/ APA Obj. 3.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
6. School psychology interns are knowledgeable about a wide variety of models and methods of assessment, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments.						
7. School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.						
8. School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.						
9. School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations.						
10. School psychology interns translate assessment results into empirically based decisions about service delivery, to promote child/adult achievement.						
11. School psychology interns evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.						

<b>Typical and Atypical Human Development Processes (CDE 11.06:4/ APA Obj. 1.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
12. School psychology interns are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students, ages birth-21.						
13. School psychology interns use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs.						

14. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.						
15. School psychology interns evaluate the effectiveness of interventions.						

<b>Individual Differences and Diversity (CDE 11.06.5/ APA Obj. 1.3)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
16. School psychology interns identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance their practice.						
17. School psychology interns identify risk and resiliency factors in children and use this information in program development.						
18. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.						
19. School psychology interns develop academic and social/behavioral interventions, through direct or indirect services, that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.						
20. School psychology interns are knowledgeable and consider the impact of diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.						

<b>General Education, Special Education, Other Educational and Related Services (CDE 11.06.6/ APA Obj. 2.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
21. School psychology interns participate in the development and implementation of policies and practices that create and maintain safe, supportive, and effective learning environments.						
22. School psychology interns participate in and facilitate school reform efforts.						
23. School psychology interns translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.						

24. School psychology interns participate in school-wide program evaluation efforts.						
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<b>Models of Effective Evidence-based Programs (CDE 11.06:7/ APA Obj. 4.1 &amp; 4.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
25. School psychology interns are knowledgeable about effective evidence-based service models, as related to health promotion; school safety; and primary, secondary, and tertiary intervention.						
26. School psychology interns recognize psychopathology and articulate its potential influence on school functioning.						
27. School psychologists select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/adolescents.						
28. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive behavioral supports.						
29. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.						
30. School psychology interns participate in risk assessments and crisis response planning, to promote and maintain school safety.						
31. School psychology interns respond, effectively, to crisis situations.						

<b>Collaboration and Consultation (CDE 11.06:8/ APA Obj. 2:2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
32. School psychology interns are knowledgeable about collaboration and consultation models and methods, and are able to select and implement the most appropriate strategy in school, family and community systems.						
33. School psychology interns collaborate with families, and other service providers, in planning and decision-making processes to meet the needs of children, birth to 21, in home and community settings.						
34. School psychology interns communicate information that is readily understandable, to different audiences during meetings, in-services, and consultations.						
35. School psychology interns have knowledge of family systems, including family strengths and influences on student development, learning and behavior.						
36. School psychology interns promote family involvement in education and service delivery through activities, which include but are not limited to frequent communication, consultation, and parent training.						
37. School psychology interns consult and collaborate, effectively, with school personnel, families, and community professionals, to promote and provide comprehensive services to families.						
38. School psychology interns link community resources that serve children (B-21) and their families and facilitate children's/student's transitions across various service delivery systems.						
39. School psychology interns evaluate the effectiveness of their consultation and modify, as necessary and appropriate.						

<b>Legal, Ethical and Professional Practice (CDE 11.06:9/ APA Obj. 5.1 &amp; 5.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
40. School psychology interns are knowledgeable about the history and foundations of school psychology.						
41. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.						
42. School psychology interns are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.						
43. School psychology interns utilize databased decision-making, in all aspects of professional practice.						
44. School psychology interns integrate information sources and current technology, to enhance quality of service.						
45. School psychology interns engage in ongoing professional preparation, development, and supervision, as related to the population served.						
46. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.						

Midterm Goals:

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

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(Final) Intern Signature and Date (Midterm)

Intern Signature and Date

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Field Supervisor(s) Signature and Date (Midterm)

\_\_\_\_\_  
Field Supervisor(s) Signature and Date (Final)

\_\_\_\_\_  
University Supervisor Signature and Date (Midterm)

\_\_\_\_\_  
University Supervisor Signature and Date (Final)