



UNIVERSITY OF  
**NORTHERN**  
**COLORADO**

# Student Handbook

## Ed.S. in School Psychology

On-Campus – Greeley  
Off-Campus – Denver

2016-2017

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# Overview of the Program

## Ed.S. in School Psychology

This Handbook provides information about policies and procedures for the management and completion of the school psychology programs housed in the College of Education and Behavioral Sciences at the University of Northern Colorado (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 <http://unco.smartcatalogiq.com/current/Graduate-Catalog.aspx>) 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.

### Ed.S. Program Description and Philosophy

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

The Department of School Psychology offers graduate training in two locations:

- Greeley
- Denver/Colorado Springs

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

Students may choose to complete the general school psychology Ed.S. program, or an emphasis in Applied Behavior Analysis (ABA). Students who choose the ABA emphasis will complete an additional 7 credits of coursework related to ABA. Students in either option are required to master all competencies related to program objectives.

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

An important value of the school psychology program is a focus on responsive practices as related to diversity and individual differences in our efforts to recruit, retain, educate, and supervise candidates. Our program supports an inclusive learning environment where diversity is “understood, respected, appreciated, and recognized as a source of strength” as consistent with our College of Education and

Behavioral Sciences (CEBS) inclusivity statement. We expect all students and faculty to respect differences and thoughtfully reflect on how others' perspectives, behaviors, and worldviews may differ from their own.

## School Psychology Faculty

### Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor and Chair of the Department of School Psychology. She earned her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995, and she completed a post-doctoral fellowship at the University of Tennessee-Memphis Boling Center for Developmental Disabilities. Dr. Athanasiou has been on the school psychology faculty at UNC since 1996. Her professional interests are in the areas of applied behavior analysis, parent and teacher consultation, and early childhood. She works from a developmental ecobehavioral model. Dr. Athanasiou also co-coordinates the BACB-approved program in Applied Behavior Analysis. She serves on the editorial board the *Journal of Educational and Psychological Consultation*, and she is the Vice President for Professional Affairs for Division 16 of the American Psychological Association. Dr. Athanasiou is a licensed psychologist in Colorado, a Nationally Certified School Psychologist, and Doctoral level Board Certified Behavior Analyst (BCBA-D).

### Dr. Achilles Bardos

Achilles N. Bardos, Ph.D., is a Professor of School Psychology at the University of Northern Colorado. A graduate of the Ohio State University, he has been a faculty member at the University of Northern Colorado since 1990. His teaching and research interests include psychological and educational assessment, measurement, computer applications in psychology, and program evaluation. He has published many articles and presented over 120 papers and workshops at national and international conferences. He is the co-author of the Behavior Intervention Monitoring Assessment System (BIMAS; McDougal, Bardos & Meier, 2011), co-author of the Reading Competency Scales (RCI; Bardos & Naglieri, in press), author of the Basic Achievement Skills Inventory (BASI-Comprehensive Bardos, 2004) a multilevel achievement test and the BASI-Verbal & Math Skills Survey (BASI: Survey, 2004). He also co-authored the General Ability Measure for Adults (GAMA: Naglieri, Bardos, 1997) a non-verbal intelligence test; and the Draw A Person: Screening Procedure for Emotional Disturbance (DAP:SPED: Naglieri, McNeish, and Bardos, 1991). Dr. Bardos consulted in the development of other intelligence and personality tests. For more information about Dr. Bardos' professional activities please visit his web site at [www.achillesbardos.com](http://www.achillesbardos.com)

### Dr. Robyn S. Hess

Dr. Hess is a Professor of School Psychology and is the Training Director for the newly formed, High Plains Psychology Internship Consortium. After receiving her Ph.D. in School Psychology from the University of Northern Colorado, she taught at the University of Nebraska at Kearney and the University of Colorado at Denver before returning to UNC. Her research interests are in the areas of school dropout/completion especially among diverse students, culturally responsive assessment and intervention, working with refugee youth and their families, systemic interventions for children's mental health, and stress/coping in children. Recent publications have appeared in *Best Practices in School Psychology-V* and *American Journal of Orthopsychiatry*. She has co-written two books, *Counseling Children and Adolescents in Schools* and *Public Health Problem-Solving to Address Children's Mental Health Needs*. Dr. Hess is actively involved in different school psychology professional organizations in her roles as Treasurer for the School Psychology Specialty Council, Co-Chair of the School Psychology Leadership Roundtable, and member of the Committee on Psychological Testing and Assessment for APA. Dr. Hess is board certified in the area of school psychology by the American Board of Professional Psychology (ABPP), is a licensed psychologist, National Certified as a School Psychologist (NCSP), and is a licensed school psychologist in Colorado.

**Dr. David Hulac**

Dr. David Hulac is an assistant professor of school psychology. He has over 15 years' experience as a teacher, school psychologist and professor and was an Associate Professor of School Psychology at the University of South Dakota prior to coming to UNC. He is currently the President of the Trainers of School Psychology, and the winner of 2012 Belbas-Larson Award for Excellence in Teaching at the University of South Dakota. He has multiple publications in the area of Response to Intervention for Behavior and Academics and is the author of the book *Behavioral Interventions in Schools: A Response to Intervention Guidebook and the future author of a book on classroom management*. He is also the father of three young kids and the husband of an 8<sup>th</sup> grade English teacher.

**Dr. Nick Young**

Dr. Young is an Assistant Professor of School Psychology and Director of the Academic and Behavioral Intervention Collaborative (ABIC). Dr. Young received his Ph.D. from the University of Nebraska-Lincoln in 2014 and completed a postdoctoral fellowship at Children's Hospital Colorado Pediatric Mental Health Institute. Dr. Young's research centers on refining intervention strategies/programs to support the development of early literacy and behavioral skills in children. He also investigates judgment and decision-making issues that practitioners, caretakers, and trainees face when working to improve child well being in various contexts. Dr. Young's recent work has been published in *Journal of Behavioral Education*, *Journal of Autism and Developmental Disorders*, *Best Practices in School Psychology VI*, and *Psychology in the Schools*. He currently serves on the Editorial Board for *Psychology in the Schools* and regularly reviews for other journals in the field. Dr. Young's applied specializations include developmental disabilities, family-school-medical consultation, and data literacy. He maintains ongoing collaborations with several researchers and practitioners across the country in School Psychology and Pediatric Psychology.

**Affiliated Faculty**

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

## **Campus Community**

UNC is located in Greeley, Colorado. The population of Greeley is just over 100,000, with a strong tradition of agriculture and ethnic diversity. Greeley has many opportunities for entertainment, including numerous restaurants, musical and theatrical productions by UNC's highly-ranked College of Performance and Visual Arts, and community events throughout the year. Greeley also has many opportunities for outdoor pursuits, including over 30 parks and over 20 miles of trails for hiking and cycling. Within an hour's drive of Greeley are the exciting communities of Denver, Boulder and Fort Collins, as well as the beautiful mountain community of Estes Park and Rocky Mountain National Park. The Denver metropolitan area, with a population of 2.5 million, is home to seven professional sports teams and one of the largest performing arts districts in the United States. Within several hours drive are abundant world-renowned ski resorts and exquisite mountain communities.

UNC has about 8,800 undergraduate and 2,600 graduate students and is classified as a Doctoral/Research University by the Carnegie Foundation. The graduate school offers over 100 degree programs. At UNC, graduate classes are kept small, and faculty members pursue excellence in both teaching and research. UNC was founded in 1889 as one of the earlier and more prominent teacher training schools. In fact, early on it was the most famous teaching training college in the Western United States, often called the "Columbia of the West." The university continues to be a beacon of educational change, offering many unique educational opportunities.

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

## **Ed.S. Program Goals and Objectives**

Coursework and field experiences within the Programs in School Psychology are designed to assist the student in developing the appropriate knowledge and skills to meet the following program objectives. These objectives reflect Colorado State Licensure regulations for School Psychologists as well as the 2010 NASP Standards for Graduate Preparation of School Psychologists.

**Goal 1: Academic, Social, and Life Skill Development:** (CDE 11.06(2); NASP Standard IV, 4.1 and 4.2)

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

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

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

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

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

**Goal 2: Multitiered System-Level Services** (CDE 11.06(4), 11.06(6), 11.06(7); NASP Standard V, 5.1 and 5.2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal 5: Individual Diversity in Development and Learning (CDE 11.06(5); NASP Standard VII)**

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

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

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

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

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

**Goal 6: Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP Standard VIII, 8.2)**

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

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

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

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

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

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

## 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, diversity, and individual differences are included in our program of study.

In addition to these core areas, specialized content knowledge in the areas of academic instruction, ethics and law, measurement concepts, and school policies and practices are 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 academic, social, emotional, and behavioral 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. Although an emphasis is placed on prevention and early interventions, school psychologist are skilled in handling crisis situations.

**c) Consultation:** Children's development may be facilitated or impaired by the environment in which they grow. 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 greater levels of 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.

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

### Academic Information

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

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

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

**Advising:** Each newly admitted student is assigned a contact advisor from the School Psychology faculty. It is your responsibility to set up times to meet with your advisor concerning issues such as selecting your classes for each semester and preparing a plan of study. You may wish to change your advisor as you advance in your program. The “change of advisor” form is available in the vertical file in the Clinic waiting room.

You are expected to meet with your advisor 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 template is available on p. 27. You are responsible for going over the form with your advisor to determine the courses you are required to take, whether any courses can be waived, or if any courses you have previously taken at another institution of higher learning can be transferred to your program. The Plan of Study needs to be submitted by the end of the second semester in the program. You and your advisor are to keep copies of the completed form, which is forwarded to the Graduate School. All coursework on the Plan of Study must be completed before you will be eligible for graduation. Any changes to the Plan of Study must be approved by your advisor and the Graduate School.

**Registration:** Registration information is available at:

<http://www.unco.edu/regrec/Current%20Students/Registration/Index.html>

You will register using your URSA account (the first half of your Bearmail address). Further instructions were included in your Graduate School Acceptance Letter, and you may also call the help desk at (970) 351-4357 if you would like further assistance.

**Transfer of Credit:** A maximum of 6 semester hours (9 quarter hours) may be transferred into a UNC graduate program from another accredited university which offers graduate degrees. Transfer credit will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student’s UNC program. Transfer credit must be compatible with the student’s program and must be “A” or “B” work. Warning: Transfer of credit

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

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

**Sign-Up Sheets:** 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. 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. For some required classes, it is more efficient to assign students to sections of the course. Students may be assigned to sections of APCE 644, 645, 648, and 618 when there are multiple sections offered in a given year.

Additional policies for sign-up and assigned courses are posted near the lists. Students are expected to know and abide by those policies.

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 (except assessment courses) 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.

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

### **Student Rights and Responsibilities Information**

**Student Rights and Responsibilities:** UNC students have certain rights and responsibilities that ensure a productive and effective learning community. Students are expected to know their rights, responsibilities, and the rules of conduct at UNC. This information can be found in the UNC student handbook at

<http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>

**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/communityStandards/policies/index.html>.

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

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

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

If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct)

**Ethical Behavior:** Students are expected to demonstrate the highest level of ethical behavior as set forth by the American Psychological Association and the National Association of School Psychologists. Unethical behavior will not be tolerated, and students demonstrating unethical behavior will be referred to the Review & Retention committee. Review and Retention is discussed in more detail later in this Handbook.

**Keeping Records for your Protection:** For 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.

**School Psychology Listserv:** All school psychology students are required to join the APCE (global) listserv, and they will be subscribed to the 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.

**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.

## **Other Information**

**Student Support Services:** A range of services are available to students to facilitate progress through the program. Students are encouraged to visit [www.unco.edu/current/](http://www.unco.edu/current/) for links to services including Disability Support Services, GLTBA, legal assistance for students, the Writing Center, the Women's Resource Center, etc.

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

**School Psychology Student Organization:** The School Psychology Student Organization (SPSO) is open to all students in the school psychology programs. Officers are elected annually from the program student membership. The SPSO plans school psychology specific professional and social activities, including a Seminar Series. The faculty encourages and supports active participation in this organization. See page 19 for a detailed description of officer duties. Also see the SPSO website for important dates, info, and resources: <http://sites.google.com/site/uncschoolpsych/> and/or request to join the School Psychology Student Organization (SPSO) at UNCO group on Facebook.

**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.

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

**Clinic Waiting Room, McKee 247.** (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 main office (McKee 248).

**Diagnostic Materials Library:** A formal Diagnostic Materials Library (DML) is shared with the Departments of Counseling Psychology and Counselor Education and Supervision 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 graduate assistant 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 for 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 class TA will allow students access to these materials. The check out periods are longer than those for the on-campus program; however, students should still 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**

1. The checkout period is 48 hours. Specific due dates are posted on the DML door. Late returns will affect your ability to check out material in the future.
2. Scoring templates have a 2-hour check out period. Templates **MUST** stay in McKee Hall; they may not leave the building for any reason.
3. Students are responsible for all materials checked out to them. If something is missing from a kit, inform the librarian within 24 hours of checkout.
4. All material missing from a kit upon return will be attributed to the last person to check out the kit. Registration for the following semester of the responsible student will be held until all items are replaced.
5. All transfer of materials must take place in the DML. Giving another student material checked out in your name outside of the DML will remain in the original student's name and that student will be held fully responsible for all material.
6. Under no circumstances should materials that have not been checked out be taken from the DML.
7. Items may be checked out during posted DML hours only. If for some reason you are unable to be on campus to return material, it can be returned to Diane that same day.
8. Unused protocols at the end of the semester are to be returned to the DML.
9. Material is only to be used for class purposes. Students in need of material for research, employment, etc., can talk with the DML librarian for information to order their own material with a possible research discount.

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

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

If you need to contact the DML librarian, the email is [uncdml@hotmail.com](mailto:uncdml@hotmail.com). This email is only checked during posted office hours.

## **School Psychology Student Leadership Positions**

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

1. **President:** The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities and events, and communicating with all officers regarding various objectives of meetings. The President also communicates with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and receive funding from the University. The President and Vice President are jointly responsible for financial accounts.

2. **Vice President:** The Vice President is primarily responsible for assisting the president in leading and organizing meetings and events for the SPSO. The Vice-President assumes the duties of the President in his/her absence. The Vice President may also assign work groups for various school psychology and community service projects.

3. **President-Elect:** The President-Elect assists the President, Vice President, and other officers in planning events, organizing meetings, and facilitating communication. The President-Elect may also assume the duties of the President and/or Vice President in the event of their absence. The President-Elect position is held for one academic year, and then the student holding the position becomes President for the subsequent academic year.

4. **NASP Representative:** The NASP Representative communicates information to the SPSO and all students regarding NASP news and events. The Representative works with NASP representatives from other universities to help share NASP materials and information with students, encourage student involvement at NASP conventions, attend the annual student leader meeting at NASP, and plan activities for School Psychology Awareness week (November). The representative may also write a column in *Student Connections*, which is published in the *Communiqué*, and/or encourage other students to write a column.

5. **CSSP Representative(s):** The CSSP Representatives communicate information from CSSP to students throughout the program. The Representatives attend the annual board meeting as well as facilitate the fundraising, planning, and volunteer opportunities for the annual CSSP conference. The CSSP Representatives also assist in planning student activities held at the annual conference.

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

7. **Lowry Representative:** The Lowry Representative serves as a liaison to facilitate communication between the on- and off-campus School Psychology programs. The Representative is responsible for sharing information from the SPSO with students in the extended studies program and vice versa. The Representative encourages participation in the SPSO and professional organizations such as NASP and CSSP among students in the extended studies program.

## Programs in School Psychology Policies

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

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

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

Rev. September 2001

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

- APCE 618 Practicum in Child, Adolescent and Family Interventions
- APCE 628 Concepts and Principles of Applied Behavior Analysis
- APCE 640 School-Based Psychological Consultation
- APCE 644 Assessment I: Cognitive and Academic Functioning
- APCE 747 Psychological Aspects of Academic Programming and Intervention
- APCE 645 Social and Behavioral Assessment in Schools
- APCE 648 Assessment III: Early Childhood
- APCE 763 Legal and Professional Foundations of School Psychology
- APCE 779 Practicum in School Psychology

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

August, 2012

**Ed.S. to Ph.D. Invitation Policy:** In a limited number of cases, select Ed.S. students will be invited to apply to the Ph.D. program. Faculty will invite students believed to have characteristics/skills that will make them successful at the doctoral level. These invitations will be made by May of each year, and students who are selected can choose whether they would like to apply. Please note that an invitation does not obligate a student either way, nor will there be any negative repercussions for denying an invitation. Students who would like to be invited should consider letting the department chair know this during their second semester in the program (Year 1, Spring). Not all students who express an interest will be invited, and some students who do not express interest will be invited nonetheless. Students who are not invited but would still like to join the Ph.D. program are welcome to apply by the December 15 deadline, and they will be considered with the outside Ph.D. applicants.

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

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

Those students who are invited and apply will have an interview with the faculty prior to being offered a spot in the program beginning the following fall.

Faculty will look at the following factors in deciding whom to invite to apply:

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

October 2014

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

**Policy on Plagiarism:**

Plagiarism and all forms of cheating are not tolerated by any of the programs within the College of Education and Behavioral Sciences. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given 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 apply to all students in the Department of School Psychology and appear in the Appendices at the end of this handbook (e.g., Student Review and Retention Policy, Course Waiver Policy).*

## **School Psychology Ed.S. Applied Behavior Analysis Emphasis**

School psychology students have the option to complete the general Ed.S. program or to complete the Ed.S. with an Applied Behavior Analysis (ABA) emphasis. The Department of School Psychology and School of Special Education have collaborated to offer coursework in ABA for the purpose of allowing students the option of pursuing the Board Certified Behavior Analyst (BCBA) credential upon completion of the program. Related coursework is approved by the Behavior Analyst Certification Board (BACB).

The BACB-approved course sequence includes six online behavior analysis courses:

APCE 628 Concepts and Principles of Applied Behavior Analysis (3)  
APCE 629 Measurement and Experimental Design in Applied Behavior Analysis (3)  
EDSE 630 Applied Behavior Analysis I (3)  
APCE 631 Applied Behavior Analysis II (3)  
EDSE 632 Ethics in Applied Behavior Analysis (3)\*  
EDSE 633 Application of Applied Behavior Analysis (4)\*

Students should note that APCE 628 and APCE 629 are required for all school psychology students, regardless of program option chosen. Also, students who choose the ABA emphasis option will NOT be required to take APCE 757 (Interventions for Severe & Low-Incidence Disabilities) or APCE 781 (Evaluation of Psychological Services). In total, those in the ABA emphasis will take 7 credits (2 courses) more than those in the general Ed.S. program.

Students who complete the coursework, along with additional supervised experience (750-1500 hours), will be eligible to sit for the exam to become a Board Certified Behavior Analyst (BCBA). Our program specifically covers the coursework only. Supervised experience requirements are not guaranteed, because we have no ABA practicum at this point. However, faculty will help students in our school psychology programs find BCBA-credentialed supervisors.

# Coursework and Program Requirements

## Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all students. Your Plan of Study should be submitted to the Graduate School early in your program and no later than the end of your second semester of enrollment.
2. After your approved Plan of Study has been submitted to the Graduate School, any changes must be requested in writing from your program advisor to the Graduate School using the Course Adjustment Form (<http://www.unco.edu/grad/forms/pdfs/CourseAdjustmentForm.pdf>). An email 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. Completion of degree requirements will be checked at the time of graduation against the original approved Plan of Study (or as amended). All course work on the approved Plan of Study constitutes your degree requirements.
4. The Graduate School requires the signature of the student and the program advisor on the Plan of Study form.
5. Please provide a copy of your Plan of Study to your program advisor and keep one for your records.
6. If additional space is required for any section, please attach an additional sheet.
7. It is not necessary to include the proposed semester as part of your plan.

**PLAN OF STUDY**  
**Department of School Psychology**  
**Ed.S. in School Psychology**

Name: \_\_\_\_\_ Bear Number: \_\_\_\_\_  
 Address: \_\_\_\_\_ Advisor's Name: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**REQUIRED COURSEWORK**

<b>Psychological and Educational Foundations – 40 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 607	Theories of Counseling	3
APCE 625	Applied Developmental Science	3
APCE 628	Concepts & Principles of Applied Behavior Analysis	3
APCE 629	Measurement & Experimental Design in Applied Behavior Analysis	3
APCE 655	Family, School, & Community Contexts	3
APCE 640	School-based Psychological Consultation	3
APCE 667	Intervening with Trauma & Crisis in the Schools	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 757	Interventions for Severe & Low-Incidence Disabilities	3
APCE 758	Advanced Psychopathology	3
APCE 763	Legal & Professional Foundations of School Psychology	4
APCE 781	Evaluation of Psychological Services	3

<b>Assessment Core – 11 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 644	Assessment I: Cognitive & Academic	5
APCE 645	Social and Behavioral Assessment in Schools	3

APCE 648	Assessment III: Early Childhood	3
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<b>Advanced Practica – 11 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 618	Practicum in Child, Adolescent, & Family Interventions	5
APCE779	Practicum in School Psychology	6

<b>Multicultural Understanding – 3 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 623	Counseling Diverse Populations	3

<b>Internship – 6 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 789	Internship in School Psychology	6

**CUMULATIVE CREDIT HOURS: 71**

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**Student Signature**

**Date**

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**Faculty Signature**

**Date**

**PLAN OF STUDY**  
**Department of School Psychology**  
**Ed.S. in School Psychology: ABA Emphasis**

**Name:** \_\_\_\_\_ **Bear Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **Advisor's Name:** \_\_\_\_\_  
**Telephone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**REQUIRED COURSEWORK**

<b>Psychological and Educational Foundations – 28 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 607	Theories of Counseling	3
APCE 625	Applied Developmental Science	3
APCE 655	Family, School, & Community Contexts	3
APCE 640	School-based Psychological Consultation	3
APCE 667	Intervening with Trauma & Crisis in the Schools	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 758	Advanced Psychopathology	3
APCE 763	Legal & Professional Foundations of School Psychology	4

<b>Applied Behavior Analysis Core – 19 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 628	Concepts & Principles of Applied Behavior Analysis	3
APCE 629	Measurement & Experimental Design in Applied Behavior Analysis	3
EDSE 630	Applied Behavior Analysis I	3
APCE 631	Applied Behavior Analysis II	3
EDSE 632	Ethics in Applied Behavior Analysis	3
EDSE 633	Application of Applied Behavior Analysis	4

<b>Assessment Core – 11 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 644	Assessment I: Cognitive & Academic	5
APCE 645	Social and Behavioral Assessment in Schools	3
APCE 648	Assessment III: Early Childhood	3

<b>Advanced Practica – 11 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 618	Practicum in Child, Adolescent, & Family Interventions	5
APCE779	Practicum in School Psychology	6

<b>Multicultural Understanding – 3 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 623	Counseling Diverse Populations	3

<b>Internship – 6 semester hours</b>		
<b>Course Prefix</b>	<b>Course Name</b>	<b>Credit Hours</b>
APCE 789	Internship in School Psychology	6

**CUMULATIVE CREDIT HOURS: 78**

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**Student Signature**

**Date**

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**Faculty Signature**

**Date**

### **Course Waiver Policy**

1. Students must meet with their advisor to request waiving a class, whether it is a foundational or a clinical course. Course waivers are considered for students who enter the program with graduate coursework obtained in the previous 5 years. It is incumbent upon students to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to bring previous syllabi to the meeting with their advisors.
2. The advisor will review the student's previous course work to establish equivalency. If a question remains as to the equivalency after reviewing the materials, the student may be asked to provide additional information or demonstrate competencies (e.g., provide work samples and/or complete an examination satisfactorily).
3. In most instances, it is appropriate to clear the course waiver with the instructor of the class. Course instructors may initial the respective course indicating their approval of the waiver.
4. Certain practica and field work courses will not be waived (APCE 779, APCE 789).
5. Courses will be waived in their entirety only. Students may not waive portions of any course. If students have met some, but not all, requirements for a course, they must register for the entire course.
6. The completed Course Waiver Form is to be placed in the student's file.

## UNC School Psychology Course Waiver Form

Name: \_\_\_\_\_ Bear number: \_\_\_\_\_  
 Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Advisor's signature: \_\_\_\_\_

Program chair: \_\_\_\_\_

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

**The following courses will not be waived for EdS students:**

- **APCE 779: School Psychology Practicum**
- **APCE 789: School Psychology Internship**

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

<b>Year 1</b>		
Fall	Spring	Summer
APCE 763: Legal, Ethical, & Prof Foundations of School Psych (4)  APCE 628: Concepts & Principles of Applied Behavior Analysis (3 cr.)*  APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3)  APCE 670: Principles of Psychometric and Assess (3)*  Total: 13 cr.	APCE 640: School-Based Psychological Consultation (3)  APCE 644: Assessment I: Cog & Acad Functioning (5)*  APCE 625: Applied Developmental Science (3)  Total: 11 cr.	APCE 645: Social and Behavioral Assessment in the Schools (3)*  APCE: 607: Theories of Counseling (3)  APCE 655: Family, School & Community Contexts (3)**  Options: Adv. Psychopathology may also be taken this semester  Total: 9 cr.
<b>Year 2</b>		
Fall	Spring	Summer
APCE 779 Practicum in School Psychology (2 fall; 1 interim)***  APCE 618: Prac. in Child, Adol, and Family Interventions (5)  APCE 747: Psychological Aspects of Academic Prog & Interv (3)  Total: 11 cr.	APCE 779: Practicum in School Psychology (3)  APCE 781: Evaluation of Psychological Services (3)  APCE 757: Interv. for Severe and Low Incidence Disabilities (3)  APCE 648: Assessment III: Early Childhood (3)  Total: 12 cr.	APCE 758: Advanced Psychopathology (3)  APCE 667: Intervening with Trauma & Crisis in the Schools (3)**  APCE 623: Counseling Diverse Pop (3)  APCE 789: School Psychology Internship (2)  Total 11 cr.
<b>Year 3</b>		
Fall	Spring	<b>Program Total: 71 cr.</b>
APCE 789: School Psychology Internship (2 cr.)  Total: 2 cr.	APCE 789: School Psychology Internship (2 cr.)  Total: 2 cr.	

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

pre-requisites to taking APCE 779: School Psychology Practicum (i.e., 640, 644, 645). All required coursework must be taken before a student can begin internship hours. (Even though the schedule reflects internship hours taken during the final summer when the student is also taking coursework, the internship will not typically begin until early August when all summer courses have ended).

Note:

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

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

\*\*\* Students will take 2 credits of 779 in the fall and 1 credit in the interim session.

**Sample Course Sequence**  
**Ed.S. School Psychology: ABA Emphasis**

<b>Year 1</b>		
Fall	Spring	Summer
APCE 763: Legal, Ethical, & Prof Foundations of School Psych (4)  APCE 628: Concepts & Principles of Applied Behavior Analysis (3 cr.)*  APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3)  APCE 670: Principles of Psychometric and Assess (3)*  Total: 13 cr.	APCE 640: School-Based Psychological Consultation (3)  APCE 644: Assessment I: Cog & Acad Functioning (5)*  EDSE 630: Applied Behavior Analysis I (3)  APCE 631: Applied Behavior Analysis II (3)  Total: 14 cr.	APCE 645: Social and Behavioral Assessment in the Schools (3)*  APCE: 607: Theories of Counseling (3)  APCE 655: Family, School & Community Contexts (3)**  EDSE 632: Ethics in Applied Behavior Analysis (3)  Options: Adv. Psychopathology may also be taken this semester  Total: 12 cr.
<b>Year 2</b>		
Fall	Spring	Summer
APCE 779 Practicum in School Psychology (2 fall; 1 interim)***  APCE 618: Prac. in Child, Adol, and Family Interventions (5)  APCE 747: Psychological Aspects of Academic Prog & Interv (3)  EDSE 633: Application of Applied Behavior Analysis (3)  Total: 14 cr.	APCE 779: Practicum in School Psychology (3)  APCE 648: Assessment III: Early Childhood (3)  APCE 625: Applied Developmental Science (3)  Total: 9 cr.	APCE 758: Advanced Psychopathology (3)  APCE 667: Intervening with Trauma & Crisis in the Schools (3)**  APCE 623: Counseling Diverse Pop (3)  APCE 789: School Psychology Internship (2)  Total 11 cr.
<b>Year 3</b>		
Fall	Spring	<b>Program Total: 78 cr.</b>
APCE 789: School Psychology Internship (2 cr.)  Total: 2 cr.	APCE 789: School Psychology Internship (2 cr.)  Total: 2 cr.	

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

must be successfully completed before a student can take the next assessment course. Several courses are pre-requisites to taking APCE 779: School Psychology Practicum (i.e., 640, 644, 645). All required coursework must be taken before a student can begin internship hours. (Even though the schedule reflects internship hours taken during the final summer when the student is also taking coursework, the internship will not typically begin until early August when all summer courses have ended).

Note:

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

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

\*\*\* Students will take 2 credits of 779 in the fall and 1 credit in the interim session.

**Advising Checklist  
Department of School Psychology  
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 (end of first spring semester)	_____
Internship Clearance (prior to applying for internship)	_____
Comprehensive Exam: School Psychology exam	_____

**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 (40 hours)**

APCE 747 Psychological Aspects of Acad Programs & Interventions (3)	_____	_____
APCE 625 Applied Developmental Science (3)	_____	_____
APCE 607 Theories of Counseling (3)	_____	_____
APCE 628 Concepts & Principles of Applied Behavior Analysis (3)	_____	_____
APCE 629 Measurement & Experimental Design in Applied Behavior Analysis (3)	_____	_____
APCE 655 Family, School & Community Contexts (3)	_____	_____
APCE 640 School-Based Psychological Consultation (3)	_____	_____

APCE 667 Intervening With Trauma & Crisis in the Schools (3)	_____	_____
APCE 670 Princ. Psychometrics and Assess (3)	_____	_____
APCE 757 Intervention for Severe and Low Incidence Disabilities (3)	_____	_____
APCE 758 Advanced Psychopathology (3)	_____	_____
APCE 763 Legal and Professional Foundations of School Psychology (4)	_____	_____
APCE 781 Measurement & Evaluation of Psychological Services (3)	_____	_____
<b>Assessment for Intervention (11 hours)</b>	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
APCE 644 Assessment I: Cognitive and Academic Functioning (5)	_____	_____
APCE 645 Social and Behavioral Assessment in Schools (3)	_____	_____
APCE 648 Assessment III: Early Childhood (3)	_____	_____
<b>Advanced Practica (11 hours)</b>		
APCE 618 Practicum in Child, Adolescent and Family Interventions (5)	_____	_____
APCE 779 Practicum in School Psychology (6)	_____	_____
<b>Multicultural Understanding (3 hours)</b>	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
APCE 623 Counseling Diverse Populations (3)	_____	_____
<b>Internship (6 hours)</b>	<u>Semester Completed</u>	
APCE789 Internship in School Psychology (6) (2 cr. across 3 semesters)	_____	
<b>CUMULATIVE CREDIT HOURS (71)</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 the following benchmarks: grades, practicum evaluations, school psychology internship evaluation, the national school psychology examination, and the internship case studies (described below). Additionally, students are evaluated on an on-going basis through coursework performance, and annual student reviews (described below).

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

Students are reviewed at least annually by all School Psychology faculty with input from other faculty members within Applied Psychology and Counselor Education and Psychological Sciences. Each spring, you will be asked to complete an Annual Student Review Form that will be used by faculty to review your progress in the program, your completion of coursework, personal and professional characteristics, and membership in professional organizations. The form on the following page shows the information that will be asked on the annual review form. However, students will fill out a pdf version of the form that will be emailed to them. Non-school psychology faculty from whom you have taken courses will 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 semester, referred to Review and Retention, or are encouraged not to continue in the program. All students are to meet with their advisors to discuss these annual reviews. Additionally, any students who have grades of a “C or below” or “U” are automatically required to see their advisor to discuss the grade and intervention plan if needed.

## **Case Studies (during Internship):**

During your school psychology internship, you are to complete two case studies: one academic and one behavioral. In these case studies, you will be expected to describe actual cases that have been completed using systemic and structured problem-solving procedures. On p. 64 you will find a detailed guide on how to complete these case studies and the rubric that is used to evaluate them. It can also serve as an additional guide as you are developing your case studies reports. Each 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 (out of 57) in order to pass this assessment and to demonstrate that you are able to apply interventions and measure the effectiveness of your program on student learning and behavior.



### Ed.S. Program in School Psychology Annual Student Review Information

Please complete the following form and respond to the subsequent questions using this electronic form. Your response should be emailed to [diane.greenshields@unco.edu](mailto:diane.greenshields@unco.edu).

Please **also attach an updated (electronic) vita** for your program file.

<b>Name</b>	<b>Date</b>
<b>Bear #</b>	<b>Email address</b>
<b>Address</b>	<b>Phone #</b>

Please provide the **dates** on which you completed the following:

- Date Plan of Study Filed with Graduate School:
- NCSP Exam: Date Passed: Score:
- School Psychology practicum:

Date started:                      Name of school:  
Name of school district:        Name of supervisor:

**Please answer the following questions based on the summer, fall, and spring semester of the previous year:**

During the year, were you a member of a professional or research society?

**Membership Numbers:**

NASP

CSSP (yes or no, no membership number required)

- Number of workshops, oral presentations, and/or poster presentations at professional meetings in which you were an author or co-author:
- Number of books, book chapters, and/or articles in peer reviewed professional/scientific journals in which you were an author or co-author:

During the year, were you:

- Involved in grant-supported research?
- Involved in other types of research?
- Involved in teaching at the college level (includes TA)?
- Involved in a leadership role or activities in a professional organization?

During the year did you:

- **Receive an Assistantship?**

If yes, where did you complete the assistantship (e.g., Department of School Psychology, Disability Support Services, Center for Human Enrichment, School of Psychological Sciences)?

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)?

- **Present on a psychological topic to a lay or community audience?**

**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. Describe three personal/professional goals for yourself this year.



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**Confidential Affiliated Faculty Feedback Form**  
Department of School Psychology

**Student's Name:** \_\_\_\_\_ **Program:** \_\_\_\_\_ **Ph.D.** \_\_\_\_\_ **Ed.S**

**Program Advisor:** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_ **20** \_\_\_\_\_

This form is to be provided to all non-School Psychology instructors for the classes in which students have been enrolled in the last year. This information as well as your response to the annual review is discussed during the Faculty Review Meeting. Following this meeting, feedback is provided to students through their advisors. The forms are confidential and are not shared with the students. Faculty, could you please complete and return the form to the student's advisor (indicated above) in **the next 14 days**. Thank you for your help.

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

Comments:

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

\_\_\_\_\_  
Course

\_\_\_\_\_  
Date

cc: _____ Student File
_____ Program Advisor



## 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 in late spring/early summer 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	Meets	Above
<b>Professional Dispositions</b>	Expectations	Expectations	Expectations
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3
3. Interpersonal Skills	1	2	3
4. Maturity	1	2	3
5. Initiative	1	2	3
6. Reliability/Dependability	1	2	3
7. Respect for Diversity	1	2	3
8. Oral Communication Skills	1	2	3
9. Written Communication Skills	1	2	3
10. Ethical Behavior	1	2	3
11. Professional Memberships	1	2	3
<b>Research (required PhD, optional EdS):</b>	<b>1</b>	<b>2</b>	<b>3</b>

Sample activities (for complete guidelines, see handbook. Effective for students beginning Fall 2012)

**Year 1:** Seminar attendance/participation (SPSO), attendance at writing seminar, literature review

**Year 2:** Presentation and/or attendance at conference

**Year 3:** Completion of School Psychology exam

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

Comments:

\_\_\_\_\_  
Major Advisor

\_\_\_\_\_  
School Psychology Student\*

\_\_\_\_\_  
Date

\*Students' signature indicates they have received the feedback provided by the Program Advisor

## Ed.S. Comprehensive Examination Policy

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

1. The student's Plan of Study must be submitted to and approved by the Graduate School prior to registering for the National School Psychology Examination.
2. The student meets with his or her advisor to discuss the appropriate semester in which to complete the Comprehensive Exam requirement (i.e., National School Psychology Exam). Although there is no specific coursework requirement, students will need to have completed the majority of their coursework in order to successfully pass this exam. Information about the exam, registration materials and sample questions are available at [www.ets.org/praxis](http://www.ets.org/praxis). The School Psychology Exam is under Praxis II and is test 1040.
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 of 147 or above is required) prior to graduating. All students are required to submit their National School Psychology exam scores (sometimes called the NASP exam) to the administrative assistant (Diane Greenshields) 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 School Psychology exam scores sent to UNC does NOT mean they will be received by the program.** Rather, you will need to make photocopies of the printout (both overall score and individual area scores) you receive and give those to us. When the School Psychology exam scores have been received, the administrative assistant will either submit a pass of the written comprehensives to the Graduate School or will withhold submission of examination results until the student has achieved a passing score.

## **School Psychology Field Experiences and Internship**

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

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

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

Students are to document their experiences in the school by completing an experience form and keeping a detailed log (see p. 46).





## SCHOOL PSYCHOLOGY FIELD EXPERIENCE LOG (ED.S.)

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

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

\_\_\_\_\_  
FIELD EXPERIENCE COORDINATOR

Domain	Description of Activities	Weekly hours	Total hours	
<b>Academic, Social, and Life Skills Development</b>				
Developing student goals and recommendations				
Providing social skills interventions				
Collecting data to evaluate services				
<b>Multitiered System-Level Services</b>				
Orienting to field setting				
Collaborative program development				
Group, classroom, or school-wide interventions				
Classroom- or school-wide prevention programs				
Student-level interventions (e.g. individual or group counseling)				
Risk assessments and crisis response				
Evaluating program outcomes				
<b>Data-Based Decision Making</b>				
Administering and scoring assessments				
Observations				
Interviews				
FBA's				
IEP meetings				
Monitoring progress				
<b>Collaboration and Consultation</b>				
Collaborative problem-solving (RTI)				
Team meetings				
Communicating with students' families				
Working with community resources				
Conducting in-services				
Evaluating consultation efforts				
<b>Individual Diversity in Development and Learning</b>				
Learning about diverse populations unique to your setting				
Promoting advocacy and social justice				
<b>Legal, Ethical, and Professional Practice</b>				
Participating in professional development				
Using technology to score tests or enter IEP information				
Using technology for communication, collaboration, or service delivery				
<b>Hours</b>	<b>In-School</b>	<b>Out-of-School</b>	<b>Supervision</b>	<b>Total</b>
<b>Week</b>				
<b>Total</b>				



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**APCE 779**

**School Psychology Practicum Evaluation, Ed.S.**

Department of School Psychology

University of Northern Colorado

Greeley, CO 80639

(970) 351-2731

Check one:  Initial Evaluation       Midterm Evaluation       Final Evaluation

Student: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

Please use the following ratings to evaluate the practicum student at mid-year (Dec/Jan) and at the end of the placement (May). If the student has not yet had the opportunity to attempt a particular skill, note NA and a comment regarding how the student will address that competency. **It is expected that by the end of the practicum experience, the student will a level 3 in all areas.** In some cases, a student may not have an opportunity to demonstrate a competency (e.g., respond to a crisis). In those instances, the student and his/her supervisor should note the activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, workshop attendance).

1	2	3	4	5
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; <b>'Novice'</b>	Requires supervision for all aspects of task; from initiation to completion; <b>'Advanced Beginner'</b>	Requires supervision initiating task and evaluating task completion; completes task independently; <b>'Competent'</b>	Requires supervision on final aspect (evaluation) of task completion; completes task independently; <b>'Proficient'</b>	Independent on all aspects of task completion, including initiation and evaluation; <b>'Independent'</b>

**Goal I: Academic, Social, and Life Skill Development (Standard IV, 4.1 and 4.2)-**

School psychology practicum students have knowledge of direct and indirect services to support students' academic, behavioral, and social/emotional development.

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

Comments:

**Goal II: Multi-tiered System-Level Services (Standard V, 5.1 and 5.2)-**

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

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

Comments:

**Goal III: Data-Based Decision Making (Standards II and VIII, 8.1)-**

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

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

Comments:

**Goal IV: Collaboration and Consultation (Standards III and VI)-**

School psychology practicum students have knowledge of various consultation and collaboration methods and their application to individuals, families, groups, and systems. Problem-solving processes permeate all aspects of service design, implementation, and evaluation.

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

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

Comments:

#### **Goal V: Individual Diversity in Development and Learning (Standard VII)-**

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

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

Comments:

#### **Goal VI: Legal, Ethical, and Professional Practice (Standard VIII, 8.2)-**

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

A. Practices in accordance with state and federal laws as they relate to parent rights and educational practice.	1	2	3	4	5	N/A
B. Behaves in ways consistent with professional ethical codes.	1	2	3	4	5	N/A
C. Participates in professional development activities.	1	2	3	4	5	N/A

D. Engages in responsive ethical and professional decision making.	1	2	3	4	5	N/A
E. Demonstrates familiarity with computer scoring and IEP programs and uses them appropriately.	1	2	3	4	5	N/A
F. Uses technology to enhance communication, collaboration, and service delivery.	1	2	3	4	5	N/A

Comments:

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

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

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

Comments:

**Trainee Strengths and Needs**

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

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

A  
Above Average

B  
Average

C  
Below Average

I  
Incomplete

I certify that I have read the evaluation.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



## **School Psychology Ed.S. Internship Guidelines**

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

Requirements for the Ed.S. School Psychology Internship include at least 1200 hours of supervised experience. The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist under the supervision of a credentialed School Psychologist (or doctoral level licensed practitioner appropriate to the setting). The School Psychology Internship will include experiences with a variety of populations from early childhood settings through high school in the areas of: direct and indirect interventions, consultation, assessment and monitoring, child advocacy, and program development and evaluation.

### **General Internship Guidelines**

The internship is the culminating experience of graduate field-based training. The prospective candidate must complete all required practica and field-based experiences before any internship experience begins. Before beginning your search for an appropriate site, consult with your Major Advisor and review UNC's Internship Guidelines and Internship Approval Forms found within this handbook. There is an Internship Orientation meeting every fall that will help prepare you for your internship. Remember to have your Internship Clearance Form (p. 55) signed by your advisor and the Internship Coordinator before actively pursuing a training site. The Internship Coordinator will send out announcements of districts that are looking for interns, but you can also search school district websites and access the CSSP and CDE employment websites. If you want to go out of state for your internship, you may pursue that option, but realize that the Internship Coordinator may not have contacts or be able to provide you with the same kind of information that is available for more local options.

### **School Psychology Ed.S. Internship Options**

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

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

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

**Prerequisites for the internship.** Interns in school psychology must be cleared according to the Ed.S. Internship Clearance Form (p. 55) prior to seeking an internship. The intern must be demonstrating satisfactory progress in all coursework and practica prior to pursuing internship. If a student was on probation through Review and Retention at any time during his/her program, all requirements must have been met and the probation status removed before applying for Internship.

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

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

**1. Academic, Social, and Life Skill Development (CDE 11.06:2/NASP standard IV, 4.1 and 4.2):**

**Suggested experiences:**

- ✓ Working with children at different developmental levels, birth to 21
- ✓ Applying theoretical knowledge of developmental, biological, cognitive, affective, and social bases of behavior to improve social, emotional, behavioral and educational outcomes for all children/students
- ✓ Using assessment results to develop appropriate academic recommendations that address student learning, social, and behavioral goals
- ✓ Facilitating the implementation of appropriate and evidence-based interventions
- ✓ Evaluating services that support skill development

**2. Multitiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP standard V, 5.1 and 5.2):**

**Suggested experiences:**

- ✓ Implementing classroom- or school-wide prevention programming to create and maintain safe, supportive, and effective learning environments
- ✓ Identifying risk and resiliency factors in students and their environments to meet their unique needs
- ✓ Implementing evidence-based interventions across individual, group, classroom, or school settings
- ✓ Providing direct student-level interventions such as individual or group counseling

<ul style="list-style-type: none"> <li>✓ Monitoring interventions (both focused and system-wide)</li> <li>✓ Participating in risk assessment and crisis intervention</li> </ul>
<p><b>3. Data-Based Decision Making (CDE 11.06(3); NASP standards II and VIII, 8.1):</b>  <b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ Evaluating a variety of children at various age levels with different presenting concerns</li> <li>✓ Gaining exposure to a variety of referral problems, including special education eligibility, retention, acceleration, learning difficulties, preschool screening</li> <li>✓ Selecting, administering, and scoring appropriate instruments (norm-referenced and curriculum-based) based on the presenting concern(s)</li> <li>✓ Integrating school records, observations, interviews, and developmental history into interpretation of assessment results, recommendations, and program planning efforts</li> <li>✓ Organizing and carrying out functional behavioral assessments</li> <li>✓ Communicating assessment results orally or in writing</li> <li>✓ Monitoring and evaluating student progress and program outcomes using relevant research design, statistics, and methodology</li> <li>✓ Applying research to service delivery</li> </ul>
<p><b>4. Collaboration and Consultation (CDE 11.06(8); NASP standards III and VI):</b>  <b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ Communicating with school personnel, families, and students</li> <li>✓ Participating in consultation, using various models, at individual, group, and system levels</li> <li>✓ Participating actively in collaborative problem-solving processes</li> <li>✓ Participating in problem-solving meetings, multidisciplinary staffings, and other meetings as appropriate</li> <li>✓ Confering informally with teachers, parents, and pupil personnel staff</li> <li>✓ Promoting family and community involvement through communication, consultation, and/or resource sharing (e.g. formal workshops)</li> <li>✓ Evaluating the effectiveness of consultation efforts</li> </ul>
<p><b>5. Individual Diversity in Development and Learning (CDE 11.06(5); NASP standard VII):</b>  <b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ Working with populations that are diverse in culture, socioeconomic status, language, ability, etc.</li> <li>✓ Using culturally responsive approaches with diverse students and their families</li> <li>✓ Developing and implementing interventions that reflect understanding of culture, language, and individual learning characteristics</li> <li>✓ Integrating principles of advocacy and social justice into service delivery</li> </ul>
<p><b>6. Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP standard VIII, 8.2):</b>  <b>Suggested experiences:</b></p> <ul style="list-style-type: none"> <li>✓ Attending and participating in professional staff meetings providing targeted secondary/tertiary interventions such as individual and group counseling;</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> </ul>

- ✓ Reading selections from current professional publications and developments, trends, and issues in the field of school psychology
- ✓ Knowing and following legal responsibilities as school psychologists (e.g., child abuse reporting)
- ✓ Using technology to enhance communication, collaboration, and service delivery

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

①	Interns will receive University credit for internships. A contract will be developed and signed by the appropriate representative of the school district and the intern. The contract will include payment for services, supervision, and additional time allotted for professional development. See p. 57 for a copy of the contract.
②	Interns will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.
③	Interns will consider themselves responsible full-time staff members.
④	Interns will meet with Field and University Supervisors as required. At least two hours per week of individual, face to face supervision is required. If part-time, the individual may meet with his or her Field Supervisor one hour per week.
⑤	Interns will attend 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 for both the intern and the supervisor to facilitate monthly contact.
⑥	Interns will maintain an accurate log of all hours spent in placement-related activities, using the Ed.S. Field Experience Log (p. 40). Interns will need to print off these logs and have them signed by their Field Supervisors, and then these signed 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 "School Psychology Intern".
⑧	Interns will follow the schedule of the school district in which they complete their placement unless an alternative schedule is specified in their contract.
⑨	Serious problems, disagreements, and infractions of regulations should be brought to the attention of the University Supervisor. Every effort will be made to work out conflicts to the satisfaction of all persons involved. If the problem cannot be resolved, the internship may be terminated with resulting loss of credit.

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

<p>① Ed.S. level interns must be supervised by a credentialed School Psychologist who has three years of experience and at least one year in his/her current setting. If the intern is practicing outside of the school, the intern must be supervised by an individual with the appropriate licensure for that setting (e.g., Ph.D. licensed psychologist).</p>
<p>② Field Supervisors will supervise the intern's daily activities by preparing the intern for unfamiliar situations, guiding the intern through new activities, and reviewing and discussing completed activities with the student.</p>
<p>③ Field Supervisors will direct the implementation of the placement plan through case assignment, incorporating the intern into ongoing site activities, and monitoring intern participation in the supervisor's own activities.</p>
<p>④ Field Supervisors will provide at least two hours of individual, face-to-face supervision per week except when an intern works less than 20 hours per week, in which case the supervisor should provide at least 1 hour of face-to-face supervision.</p>
<p>⑤ Field Supervisors will inform the University Supervisor of any intern behavior that interferes with the intern's effective professional practice in the placement site.</p>
<p>⑥ Field Supervisors assume ultimate responsibility for the intern's decisions and should co-sign psychological reports, education and behavioral contracts and educational and psychological recommendations. The Field Supervisor will complete a minimum of two written evaluations with the University Supervisor, one midway through the internship and one at the end of the internship.</p>
<p>⑦ Field Supervisors will review the intern's log of hours, require modifications as needed, and sign the final log attesting to its accuracy</p>
<p>⑧ Field Supervisors will insure that the intern'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, 2010), the <u>NASP Professional Standards</u> (NASP, 2010), 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:

①	The University Supervisor will recruit placement sites and certify that these meet the program standards.
③	The University Supervisor will evaluate the adequacy of the plan for supervised experience as written by the intern with consultation from the Field Supervisor as needed to assist with planning and evaluation.
④	The University Supervisor will consult with the Field Supervisor and the intern at least three times during the internship experience. Consultation will typically consist of at least one personal visit to the internship site and should include opportunities for the University Supervisor to visit the schools and special facilities served by the intern, introduction and brief conversation with principals and teachers in those facilities, extensive discussion with the field supervisor and with the intern regarding activities goals, specific problems and concerns of the internship. Additional contact will occur through emails, phone calls, and with the intern at monthly seminar meetings. When internship sites are out-of-state or more than a day's drive (round trip) from Greeley, initial, midterm, and final evaluation meetings will be conducted through video conference and/or teleconference. Addition consultation will be held by phone and e-mail.
⑤	The University Supervisor will supplement the field supervision by directing class meetings of interns.
⑥	The University Supervisor will review progress made by the intern and is responsible for assigning the intern's final grade for the placement.
⑤	The University Supervisor will insure that all of the intern's supervised placements are coordinated so that they represent a diversity of experiences, with opportunities to address a broad spectrum of professional problems, with ethnically diverse children, and with grade levels ranging from preschool to high school.

**Log of contact hours.** Interns are expected to maintain a detailed log of all the hours spent in their supervised experience (i.e. the Ed.S. Field Experience Log on p. 40). For each recorded date, the log should specify the number of hours spent in the placement, the activities engaged in, and the nature and extent of any supervision received. At the end of each month, the intern should summarize the log with two totals: the total number of hours spent in the supervised placement and the total number of hours spent under direct supervision. The Field Supervisor should review and sign the log to attest to its accuracy. These logs will then be turned in electronically on a monthly basis to the University Supervisor. The placement is not considered complete until all logs have been submitted to the University Supervisor.

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

**Out-of state Internships** School psychology interns are permitted to pursue internships in other states as long as those experiences are consistent with the experiences described above. Out-of-state

interns will be expected to obtain the appropriate authorization for the state in which they are practicing. Interns who are more than 5 hours away from campus are not required to attend the Friday seminars.

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

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

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

**Evaluation of the internship.** Grades for the internship are assigned by the University Supervisor, and are based upon the Field supervisor's evaluation of the intern's performance as well as completion of the academic and behavioral case studies. The Field Supervisor will evaluate interns using the Internship Accomplishment Form (see p. 59), supplemented with written comments. Passing grades (S) will be given by the University Supervisor when intern evaluations document that the intern is demonstrating skills sufficient to practice independently as a school psychologist. An unsatisfactory (U) will be given when student evaluations document that the intern's skills are not sufficient to support independent practice. The intern is given a grade of NR each semester of internship until the final semester, at which point all semester grades will be converted to an S or U.

### **Other Policies**

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

September 1997

Please note, if you interview and are enthusiastic about the position when it is offered, some schools understand this as an implicit agreement that you are accepting the position. If you are unsure or interviewing elsewhere, make it CLEAR that you need time to think about it before you can formally accept. If the school continues to move forward as if you've accepted (e.g., scheduling subsequent

meetings, sending a contract), the responsibility is on you to make your position clear, preferably in writing to the individual who extended the offer. Save a copy of this communication for your records.

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

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

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

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

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

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

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

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

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

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

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

**Financial Aid During Internship.** Some student loans require at least half-time enrollment to qualify for deferment of payments and/or interest. Because you are only taking 2 credits per semester during internship, you should contact your lender to request deferment or forbearance (your lender will make the final decision about whether to grant your request). More information can be found at <http://www.direct.ed.gov/postpone.html>.

**Obtaining your license from the Department of Education.** Toward the end of your internship, you may complete an application packet for licensure from the CDE website. You cannot turn in your application until you have transcripts that indicate you have completed the Ed.S. program. When your application and transcripts are complete, send the appropriate page that requires the University Certification/Licensure Officer to verify your degree. Currently, Charles Warren is the licensure officer at UNC sign off on your application.



APCE 648	
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**Advanced Practicum**

APCE 618	
APCE 779	

**Multicultural Understanding**

APCE 623	
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After you have submitted this form, you are cleared to begin applying for internship and to take the National School Psychology Exam.

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

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Ed.S. Student & Date

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Program Advisor & Date

**University of Northern Colorado**  
**School Psychology Internship Agreement:**  
**FOR THE 2015-16 ACADEMIC YEAR**

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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:

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Address:

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

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

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

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

APPROVAL:  
Signatures:

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Intern	Date
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Field/District Supervisor	Date
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University Supervisor (or Designee)	Date
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Considers the attainment of standards when planning recommendations or developing individual plans.	1 2 3 4 5 NA
Uses assessment and other data collection methods to evaluate services that support skill development in these areas.	1 2 3 4 5 NA
Develops and implements behavioral, affective, or adaptive goals for students and monitors student progress toward selected goals.	1 2 3 4 5 NA
<b>Comments:</b>	

**Multi-tiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP Standard V, 5.1 and 5.2)** – School psychology interns help implement prevention and intervention programs that promote resilience and reduce sources of risk.

<b>Competencies</b>	
Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, discipline policies).	1 2 3 4 5 NA
Identifies risk and resiliency factors in students and their environments and uses this information in program development.	1 2 3 4 5 NA
Facilitates and/or participates in effective team meetings.	1 2 3 4 5 NA
Implements evidenced-based prevention and intervention programs across individual, group, classroom, or school settings.	1 2 3 4 5 NA
Adapts prevention and intervention strategies to meet unique student and system needs.	1 2 3 4 5 NA
Facilitates a positive school climate by supporting classroom-wide or school-wide prevention programs.	1 2 3 4 5 NA
Develops rapport with students, teachers, and families.	1 2 3 4 5 NA
Provides effective direct student-level interventions such as individual or group counseling.	1 2 3 4 5 NA
Implements and monitors focused behavioral interventions.	1 2 3 4 5 NA
Conducts risk assessments (e.g. suicide, threat) and crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA
Participates in crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA
<b>Comments:</b>	

**Data-Based Decision Making (CDE 11.06(3); NASP Standards II and VIII, 8.1)** – School psychology interns understand and are able to apply various models and methods of informal and formal assessment to identify students’ strengths and needs, monitor progress, and determine program effectiveness.

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

<b>Competencies</b>	
<b>Collaboration and Consultation (CDE 11.06(8); NASP Standards III and VI) – School psychology interns have knowledge of various consultation and collaboration methods and their application to individuals, families, groups, and systems. Problem-solving processes permeate all aspects of service design, implementation, and evaluation.</b>	
Communicates effectively with school personnel, families, and students.	1 2 3 4 5 NA
Displays good listening skills.	1 2 3 4 5 NA
Demonstrates knowledge of different models and levels of consultation and participates at individual, group, and system levels	1 2 3 4 5 NA
Participates actively in collaborative problem-solving processes.	1 2 3 4 5 NA

Integrates principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning.	1 2 3 4 5 NA
Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1 2 3 4 5 NA
Works to create/strengthen ties to the community and its resources.	1 2 3 4 5 NA
Conducts effective in-services or other programs for parents, school staff members, or others	1 2 3 4 5 NA
Evaluates the effectiveness of consultation efforts.	1 2 3 4 5 NA
<b>Comments:</b>	

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

<b>Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP Standard VIII, 8.2) –</b> School psychology interns are able to apply ethical, professional, and legal standards to guide their work. They also have knowledge of information sources and technology relevant to the practice of school psychology.	
<b>Competencies</b>	
Practices in accordance with law and ethics as they relate to parent rights and educational practice.	1 2 3 4 5 NA
Behaves in ways consistent with professional ethical codes.	1 2 3 4 5 NA
Participates in professional development activities.	1 2 3 4 5 NA

Engages in responsive ethical and professional decision making.	1 2 3 4 5 NA
Uses computer scoring and IEP programs and uses them appropriately.	1 2 3 4 5 NA
Uses technology to enhance communication, collaboration, and service delivery.	1 2 3 4 5 NA
<b>Comments:</b>	

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

Midterm Goals:

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

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Intern Signature and Date

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Field Supervisor(s) Signature and Date

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University Supervisor Signature and Date

## Case Study Guidelines

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

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

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

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

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

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

The following rubric will be used to score your case studies. It can also serve as an additional guide as you are developing them. Each case study should be no more than 10-15 pages including charts and graphs. There are 19 elements to the case study and you should score at least 38 pts or better (Mean of 2.0 indicating proficient) in order to pass this assignment and demonstrate that your intervention efforts and plan had a positive effect on student learning or behavior. Total possible pts is 57.

### Case Study 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, tests results, self-report.	There are multiple sources of data that converge on each proposed hypothesis.
<b>Problem</b>	Hypotheses do not	Hypotheses reflect some	Hypotheses reflect an

<b>Analysis, 2.3</b>	reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	awareness of issues related to diversity, but are not fully explained or show limited understanding.	awareness of issues of diversity (e.g., physical, social, linguistic, cultural)
<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 of the aspects of these logistics	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.	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>	No single-subject statistic or method is used to demonstrate the effectiveness of the intervention	Single-case statistics (for example, PND, PEM, GAS, etc.) are used to demonstrate effectiveness of the intervention	Single-case statistics are used, and additional analyses are conducted; for example, single-case design with changing criteria, multiple-baseline, etc.
<b>Evaluation, 4.3</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, 4.4</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 regarding both the current intervention and future programming.
<b>Evaluation, 4.5</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, 4.6</b>	Effectiveness of the interventions are not communicated or shared.	Effectiveness of the interventions is shared through collaboration with parents, teachers, and	Effectiveness of the interventions is shared with other stakeholders through the use of

		other personnel. The presentation of this data does not reflect the use of technology or is perhaps presented through informal strategies.	technology and from this data, modifications for future interventions are considered.
<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** \_\_\_\_\_/57

**(Students must achieve a minimum of 38 (or an average of 2.0) indicating overall proficiency. If you do not meet this level of proficiency, your case will be returned to you and you will need to make revisions until it is acceptable. If elements are missing that cannot be added (e.g., no baseline data collected), you will need to complete a new case.**

## **Appendices**

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

## Academic Integrity and Student Code of Conduct

**Academic Integrity – this material is copied from the Dean of Students website located at: <http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>**

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

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

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

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

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

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

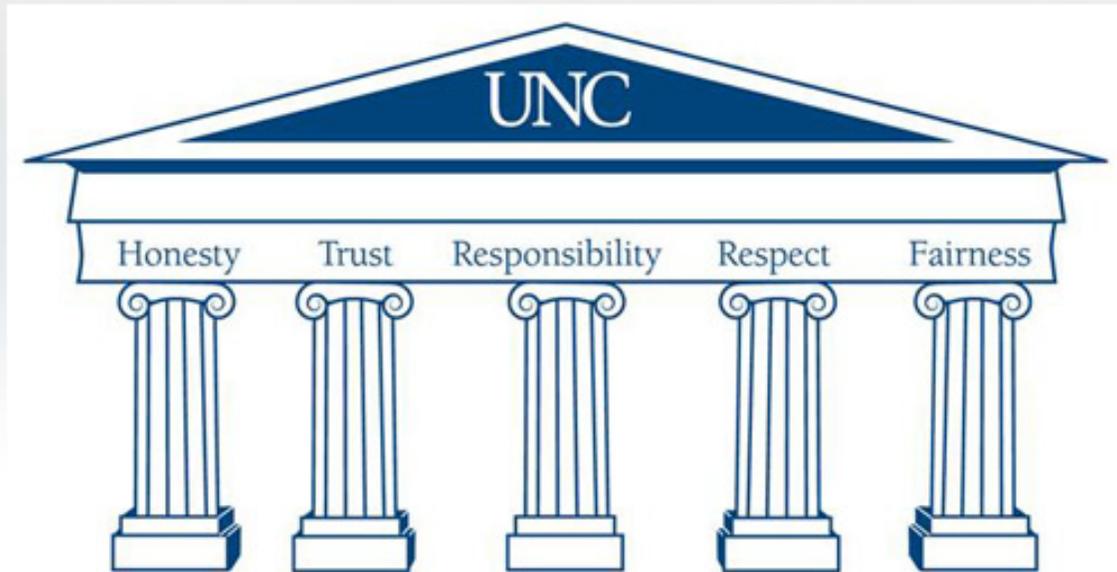
Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, cell phones, PDAs, calculators or copying from or conversing with others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

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

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

**Student Code of Conduct:** The complete Student Code of Conduct is available at <http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>

## Honor Code for The University of Northern Colorado



### Honor the Pillars

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

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

All faculty in the Department of School Psychology are obligated to follow the ethical principles of the American Psychological Association (APA). 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/communityStandards/policies/resolving\\_student-faculty\\_conflict.html](http://www.unco.edu/dos/communityStandards/policies/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 School Psychology Program Chair. The Program Chair may confer with both the student and the instructor or anonymity may be requested at this step. If the instructor is the Program Chair, 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 Program Chair'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 Program Chair.

## **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, program chair or chair'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/communityStandards/policies/academic\\_expectations.html#acadappeals](http://www.unco.edu/dos/communityStandards/policies/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 program chair. If the faculty member is the program chair, the student should schedule a conference with the faculty member's dean.

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

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

## 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/communityStandards/policies/discrimination.html>

### **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.

**Student Review and Retention**

**Policy and Procedures**

**Faculty and Student Manual**

**May 2015**

Department of Applied Psychology and Counselor Education

Department of School Psychology

University of Northern Colorado

Greeley, Colorado 80639

## STUDENT REVIEW AND RETENTION Policy Document

### Review and Retention Committee

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

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

### Confidentiality

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

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

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

4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

### **Documentation**

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

### **Review and Retention Committee Meetings**

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

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

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

### **Student Evaluation**

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

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.
2. To provide the faculty with information about the progress of students which will facilitate

decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional.

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

### **Purposes of Student Evaluation**

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

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

### **Faculty Recommendation Options Following Student Evaluation**

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

1. **Continuation in the Training Program (where student progress is satisfactory and no concerns are expressed by faculty)**
  - If applicable, evaluative feedback will be provided to the student by the Program Coordinator or designee.

2. **Continuation in the Training Program with Attention to Specified Faculty Concerns (where some concerns are expressed by faculty with the expectation that the student can make improvements with minimal effort)**
  - Evaluative feedback will be provided to the student by the Program Coordinator and it is expected that the student will develop/identify appropriate remediation procedures to address the specified faculty concerns.
  - Although not required, it may be helpful for students to collaborate with their advisor in developing remediation procedures to address area(s) of concern.
  - The next program faculty review of students will examine whether the student has demonstrated improvement and will provide feedback to the student regarding the extent of improvement.

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

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

## STUDENT REVIEW AND RETENTION PROCEDURES

### Procedural Steps for Review and Retention

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

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

### Section A

#### Probation and Remediation Steps in the Training Program

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

1. The Program Coordinator will inform the Chair of the R&R Committee and the APCE or SP Department Chair of the program faculty's recommendation that the student be placed on probation and possibly remediation.
  - a. The Program Coordinator will provide supporting materials/documentation to the Review and Retention Committee. (e.g., a letter to the R&R Committee specifying the faculty concerns, faculty evaluations, information regarding any applicable steps already taken to remediate the behavior, practicum evaluations, and similar information).
2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
  - b. The Program Coordinator will provide the student with a general overview

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

3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.
  - c. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
  - d. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
  - e. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.
5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
  - f. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
  - g. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
  - h. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.
7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.

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

## **Section B**

### **Continued Probation and Remediation**

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

## Section C

### Voluntary Resignation from the Training Program

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

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.
5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.
6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

## Section D

### Dismissal from the Training Program

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

2. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.
3. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be review the information provided and make the final decision regarding the matter.
4. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
5. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.
6. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.
7. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the

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

8. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.
9. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
  - a. Review the student's progress in the program,
  - b. Review the student's behaviors as related to expected professional and personal behaviors,
  - c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
    - Dismissal decision upheld, steps continue as outlined below.
    - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
    - Dismissal decision not upheld; student no longer requires probation and remediation.
10. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
11. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.
12. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the APCE/SP main office.
13. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.