Masters in School Psychology

Program Approved by the National Association of School Psychologists Texas Higher Education Coordinating Board

Student Handbook

Revised: April, 2016
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# TABLE OF CONTENTS

General Information about the Program

| I. | Overview of the School Psychology Program |
| A. | Goals and Objectives | 2 |
| B. | Professional Standards | 3 |
| C. | Student Demographics | 8 |
| D. | Completion Requirements | 9 |
| E. | Applied Research and Training Opportunities directly related to School Psychology | 11 |
| F. | Independent Study | 14 |
| G. | Thesis Requirements and Procedures | 14 |
| H. | Faculty | 17 |
| I. | Financial Support | 17 |
| J. | Licensure and Certification | 18 |

| II. | Application and Admission to the School Psychology Program |
| A. | Minority Recruitment | 19 |
| B. | Students with Disabilities | 20 |
| C. | Three Types of Admission | 21 |

| III. | Degree Requirements |
| A. | Grade Standards | 23 |
| B. | Advisors | 24 |
| C. | Registration | 24 |
| D. | Plan of Study | 24 |
| E. | Time Limitations | 24 |
| F. | Transfer of Credits | 24 |
| G. | Annual Review | 25 |
| H. | Practicum and Internship | 25 |
| I. | Graduation Application Fees | 25 |
| J. | Dismissal from the Program | 26 |

| IV. | Makin Changes |
| A. | Due Process | 26 |
| B. | Changing the Degree Plan | 27 |

| V. | Evaluation |
| A. | Process for Evaluation of Student Progress | 28 |
| B. | Clinical Skills Evaluation Process | 28 |
| C. | Masters Comprehensive Examination | 31 |
| D. | National School Psychology Examination | 28 |
| E. | Professional Development, Professional Involvement, and Scholarly Activities | 31 |
| F. | Certification of Completion of the School Psychology Master’s Degree | 33 |

| VI. | Practicum and Internship Overview |
A. Training Emphases ................................................................. 33
B. Purposes of the Practicum and Internship Experience .................. 34

VII. Practicum and Internship Guidelines
A. Practicum ............................................................................. 34
B. Internship ............................................................................. 34
C. Supervisory Personnel .......................................................... 35
D. How to Arrange Practica and Internships ................................. 35

VIII. Student Responsibilities
A. Ethical Practice ..................................................................... 35
B. Logs ..................................................................................... 37
C. Psychological Evaluation Procedures ....................................... 38
D. Reports ................................................................................ 38
E. Supervision .......................................................................... 39
F. Attendance ........................................................................... 39
G. Course Evaluations ............................................................ 39

IX. Practicum and Intern Activities .............................................. 39

X. Formal Evaluation ................................................................. 42

XI. Contracts: Practicum/Intern, Field Supervisor, and School/Agency/Institution Site ................................. 42

XII. Appendices
A. Appendix A: Approval of Enrollment for Independent Study ............. 43
B. Appendix B: Request To Change Advisor Form ............................. 44
C. Appendix C: Graduate Transfer Credit ....................................... 45
D. Appendix D: Checklist for Annual Evaluations ............................. 46
E. Appendix E: Portfolio Scoring Directions .................................... 47
F. Appendix F: Practicum Contract .............................................. 48
G. Appendix G: Practicum Affiliation Agreement ............................. 51
H. Appendix H: Impact on Learner FBA/CBM ................................. 55
I. Appendix I: Planning Assignment Rubric .................................... 61
J. Appendix J: Practicum Evaluation Form ..................................... 62
K. Appendix K: Policy Statement on Impairment, Incompetence, and Ethical Misconduct ................................. 75
L. Appendix L: Shadow Practicum Affiliation Agreement ................... 78
M. Appendix M: Thesis Committee Form ..................................... 82
N. Appendix N: Program Internship Policies and Contract ................. 83
General Information about the Program

Stephen F. Austin State University (SFA) is a regional university located in Nacogdoches, TX, a thriving historic community nestled in the beautiful piney woods of East Texas, only 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 13,000, SFA has a strong reputation for excellence. Located within the Stephen F. Austin State University (SFASU) Perkins College of Education (PCOE) Department of Human Services, the School Psychology Program is on the cutting edge of research and technology.

Facilities. The Human Services and Telecommunication Building’s (HSTC) network infrastructure accommodates gigabit Ethernet to the desktop for high-speed networking. It contains Interactive Television classrooms with H.323 protocol and H.320 backward compatibility. There is a digital video editing facility with the ability to stream media feeds for interactive Internet-distributed multimedia content. All classrooms have Ethernet connectivity for student use as well as multimedia presentation capability, Internet access, document cameras and sophisticated built-in computer systems. In addition, the building and campus offers wireless connection capability for students.

Many resources also are available in the College of Education, including a TV studio, Macintosh computer lab, and an audiovisual materials lab. State-of-the-art technology is available to students and faculty through the Center for Professional Development and Technology.

In addition to the above facilities and resources, the Human Services Building also contains a School Psychology Assessment Center, Human Neuroscience Laboratory, the Counseling Clinic, Stanley Speech and Hearing Clinic, and the Cole Audiology Laboratory. The Journal of Human Services: Training, Research and Practice with a national and international representation on the Editorial Board serves as a local opportunity for faculty and students’ scholarship. The departmental website is www.humanservices.sfasu.edu, which provides an overview of all opportunities available. These settings have state-of-the-art equipment for training students in applied practice and research. Both the Counseling Clinic and Speech and Hearing Clinic have recording capabilities in all the clinic rooms, conference rooms, and student work areas. The SFA School Psychology Program includes resources for clinical and research experiences.

The School Psychology Program provides graduate study in the field of school psychology and operates consistently within the PCOE vision and mission:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Consistent with the Perkins College of Education, the School Psychology Program faculty members strive to provide a program consistent with our beliefs. We believe in academic excellence, critical reflective thinking, lifelong learning, collaboration and shared-decision making, openness to new ideas and cultural diversity, integrity, responsibility, ethical behavior, and service that enriches the community and the professional field.
I. Overview of the School Psychology Program

The Master’s in School Psychology Program was authorized by the Texas Higher Education Coordinating Board (THECB) in 2000 and accredited by the National Association of School Psychologists (NASP) in 2006 and 2013. The M.A. program is dedicated to producing ethical, responsible, and competent school psychologists. The mission is to train students to apply scientific knowledge and method in the assessment and treatment of learning, educational, behavior, and psychosocial problems, in general, and special education populations in public schools. Our program emphasizes critical thinking, communication, personal responsibility, social responsibility, empirical and quantitative skills, and teamwork. The curriculum and training are aligned with the 2010 NASP domains and the modality of instruction is face-to-face.

A. Goals and Objectives

The Masters in School Psychology Program embraces a practitioner-scientist/scholar model of training in which practice, research, and theory are considered integrated components.

Practitioner: The practitioner is expected to demonstrate a high level of expertise in the professional practice of school psychology. This expertise includes the areas of consultation, assessment, and intervention.

Scientist: The scientist is expected to understand and advance basic knowledge in school psychology. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems, both empirical and applied.

The emphasis is on developing applied knowledge in research methods, human growth and development, learning principles, psychopathology, and biological basis of behavior necessary for functioning in the public schools.

School psychology candidates are expected to develop high levels of interpersonal and collaborative skills and apply cultural competence and sensitivity to diversity as they fulfill their professional, legal, ethical, and social roles in education and society. Our school psychology candidates apply technology in their practice and use data-based decisions in individual and system-based service delivery to enhance student development in academic, cognitive, mental health, social and other life skills and competencies.

The Masters in School Psychology Program incorporates the state requirements for licensure as a Licensed Specialist in School Psychology (LSSP) and the national training standards for certification as a National Certified School Psychologist (NCSP). The School Psychology program requires 63 semester hours, which includes an internship. The program is approved by the National Association of School Psychologists through December 31, 2017.
The School Psychology Program Faculty (SPPF) is the governing body. It is chaired by the Program Director. All decisions regarding school psychology student admission, evaluation, retention, and instructional/curricular issues are made by faculty consensus based on accrediting board standards and local policies and practices.

Through coursework and practical experiences, our School Psychology Candidates will provide evidence of meeting the following Program Outcomes:

1. **Practical Knowledge:** The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.

2. **Content Knowledge:** The candidate will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, research and scholarly writing, and ethical and legal considerations.

3. **Behavior Assessment:** The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.

4. **Pedagogical and Professional Knowledge, Skills, and Dispositions:** The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.

5. **Application of Principles and Procedures:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.

**B. Professional Standards**

The School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists (NASP). The faculty of the School Psychology Program in the Department of Human Services at SFA offers its students individualized guidance and supervision. Ethical practice is modeled, expected, and enforced. Ethics and professional practice standards are discussed across classes and applied in practica and internship. The standards can be accessed at [www.nasponline.org](http://www.nasponline.org)

The School Psychology curriculum addresses each of the Domains of School Psychology Training and Practice (2010) as outlined in NASP Standard II. Evaluations associated with each course assess student knowledge to ensure that students attain competencies in professional skills needed to deliver effective services for children in schools.

The matrix below demonstrates how each course required in the School Psychology
program addresses the NASP Domains of School Psychology Training and Practice.

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

  As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

  Based on the above domain, your didactic course work, thesis, current supervised research in conjunction with faculty, or recently completed internship experience, you have seen that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.

  a. EPS 545 Individual Intelligence Testing
  b. EPS 502 Applied Behavior Analysis
  c. EPS 560 Learning and Cognition
  d. EPS 555 Practicum
  e. EPS 595 Internship

- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

  As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

  Thus, school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.

  a. COU 535 Multicultural Counseling
  b. EPS 530 Systems and Interventions in School Psychology
  c. EPS 563 Individual Case Consultation & Supervision
  d. EPS 555 Practicum
  e. EPS 595 Internship
Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

  School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

  Based on this domain, it is apparent that school psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

    a. SPE 562 Instruction Strategies/Exceptional Learners
    b. EPS 563 Consultation and Supervision
    c. EPS 580 Human Neuroscience
    d. EPS 555 Practicum
    e. EPS 595 Internship

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

  School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

  From your recently completed course work, thesis, current research, or recently completed internship experience, you have seen that school psychologists must be able to develop challenging but achievable, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

    a. COU 535 Multicultural Counseling
    b. COU 522 Family Counseling
    c. EPS 560 Learning and Cognition
    d. EPS 555 Practicum
    e. EPS 595 Internship

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Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

  School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

  Based on this domain, school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

  a. EPS 565 School Psychology
  b. SPE 562 Instructional Strategies for Exceptional Learners
  c. EPS 530 Systems and Interventions in School Psychology
  d. EPS 555 Practicum
  e. EPS 595 Internship

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

  School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

  From your recently completed course work, thesis, your ongoing research activities with faculty members, or recently completed internship experience, you have seen that school psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community.

  a. EPS 565 School Psychology
  b. COU 535 Multicultural Counseling
  c. EPS 530 Systems and Interventions in School Psychology
  d. EPS 555 Practicum
  e. EPS 595 Internship

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Based on the above domain, it follows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

a. EPS 565 School Psychology
b. EPS 563 Consultation and Supervision
c. EPS 530 Systems and Interventions in School Psychology
d. EPS 555 Practicum
e. EPS 595 Internship

Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

  School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

  Thus, school psychologists must have knowledge of various influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.

  a. SPE 567 Trends in Educating Exceptional Children
  b. COU 535 Multicultural Counseling
c. EPS 585 Advanced Human Growth & Development
d. EPS 555 Practicum
e. EPS 595 Internship

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

  School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and
program evaluation to support effective practices at the individual, group, and/or systems levels.

It follows that school psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

a. EPS 560 Learning and Cognition  
b. EPS 530 Systems and Intervention in School Psychology  
c. EPS 550 Research Methods  
d. EPS 589 Thesis Research  
e. EPS 590 Thesis Writing  
f. EPS 555 Practicum  
g. EPS 595 Internship

• Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

a. EPS 501 Ethics in School Psychology*  
b. EPS 544 Psychoeducational Assessment  
c. EPS 565 School Psychology  
d. EPS 550 Research Methods  
e. EPS 555 Practicum  
f. EPS 595 Internship

*Required for certification only.

C. Student Demographics

The 2015-16 student body included 25, full-time, students; 88% (n=22) of which were post-BA doctoral students, who are required to complete the M.A. degree prior to official admission into the doctoral program. Representation of diversity within the class admitted Fall 2015 is as follows: 28% (n=7) African American; 12% (n=3) Hispanic American; 48% (n=12) Caucasian American; 12% (n=3) International; 16% (n=4) male; the age range extends from 22 to 45, approximate average of 30 years. The attrition rate for the 2015-16 cohort (n=12) was 25% (n=3) attrition, with intent to re-enroll during the next academic year.
D. Completion Requirements

Masters-level students are required to take a minimum of 60 semester hours, including the full-time academic year internship. Students that follow the course sequence complete the program in three years (see sequence below). Students who elect to attend part-time have six years to complete the program.

Continuous registration is required for all students until degree completion. Students that fail to enroll for any one semester in the course sequence are considered on inactive status regardless of reason, and must re-apply to the School Psychology Program for admission. Reapplication does not guarantee admission.

If a program of study must be interrupted, the candidate must meet with the program faculty to develop a modification plan. Candidates must check with their assigned advisor and with the program director before any change of plan may be approved. Deviation from the faculty-signed degree plan, received upon admission, will result in delayed graduation.

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<th>Full-Time Enrollment Sequence*</th>
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<td><strong>Year 1</strong></td>
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<tr>
<td>Fall</td>
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<tr>
<td>EPS 560: Learning &amp; Cog</td>
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<tr>
<td>Development</td>
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<tr>
<td>Assessment</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>Fall</td>
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<td>COU 522: Family Counseling</td>
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<td>EPS 530: Systems and</td>
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<td>Interventions in School</td>
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<tr>
<td>Psychology</td>
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<td>EPS 589: Thesis Research</td>
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<td>EPS 585: Human Growth &amp;</td>
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<tr>
<td>Development</td>
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<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>Fall</td>
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<tr>
<td>EPS 595: Internship</td>
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The School Psychology program is very rigorous and requires full-time enrollment to complete in 3 years. While employment can be maintained in Year 1, **full-time employment is not possible in Year 2.** During the second year, 10-12 hours per week of Practicum in the schools are required for each semester. In addition, many course requirements must be completed in the schools during the day. **Employment is not allowed in Year 3 as the internship is full–time.**

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### Part-Time Enrollment Sequence

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<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EPS 560: Learning &amp; Cog Development</td>
<td>EPS 545: Individual Intelligence Testing</td>
<td>SPE 562: Instructional Strat/Exceptional Learners</td>
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<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>COU 522: Family Counseling</td>
<td>EPS 555: Practicum</td>
<td>EPS 561: Social Basis of Behavior</td>
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<td>EPS 550: Research Methods</td>
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<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EPS 589 Thesis Research</td>
<td>EPS 563: Individual Case Consultation</td>
<td>EPS 580 Human Neuroscience</td>
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<tr>
<td>EPS 585 Human Growth &amp; Development</td>
<td>EPS 590: Thesis Writing</td>
<td>COU 535 Multicultural Counseling Comprehensive Exam</td>
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<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EPS 595 Internship</td>
<td>EPS 595: Internship Praxis Examination</td>
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*Course descriptions are located on the bottom of webpage found at [http://www.sfasu.edu/humanservices/97.asp](http://www.sfasu.edu/humanservices/97.asp)
E. Applied Research and Training Opportunities directly related to School Psychology

1. The School Psychology Assessment Center (SPAC)

The School Psychology Assessment Center (SPAC) is a clinical and research resource on the SFA campus and part of the Psychological Services Clinic. It is a graduate training center within the Department of Human Services and more specifically the School Psychology Program. The mission of the School Psychology Assessment Center is to provide affordable, quality mental health assessment/care to the campus, community, and area residents. SPAC provides psychological assessment services for the measurement of disorders that affect psychological, emotional, academic, and occupational functioning. These include:

- Attention Deficit / Hyperactivity Disorder
- Learning Disabilities
- Depression and Anxiety
- Neurocognitive Disorders Including Nonverbal Learning Disabilities
- Psychosis and thought Disorders
- Personality Disorders
- Autism Spectrum Disorders

Testing is comprehensive in nature, consisting of multi-method assessment of personality, contextual, neuropsychological, and intellectual factors. The Faculty/Psychologists and graduate students in the Psychology Center embrace an integrated care model that promotes collaboration with the client and other health professionals who are involved in the client's care. With this approach, students will also utilize supported behavioral, academic, and counseling interventions. Graduate students and faculty specialize in the use of empirically supported assessment procedures and treatments that have been developed based on psychological science.

The center is staffed by students studying to become psychologists, and includes review and supervision of work by Licensed Psychologists, as well as by Licensed Specialists in School Psychology.

Please review our site and the attached forms. There is discounted pricing available for those who qualify. Please contact us with any questions (email is preferred).
2. **The Basic Skills Clinic (Re-opening date to be determined.)**

The Basic Skills Clinic serves learners ages 5 - 21 from a variety of disability categories such as autism, learning disabilities, and intellectual disabilities. The learners attend the Basic Skills Clinic after school for tutoring in academic, social, and functional skills. Behavior interventions are also incorporated into the curriculum. The learners attend up to four days a week for 45 minutes each day.

The purpose of this clinic is to serve the community through providing services to an underserved population while also providing our student trainees with the experiences necessary to become competent professionals in their fields of study.

Training: Trainees will be students in the School Psychology and Special Education programs who have had at least one course in instructional strategies. Trainees will receive experience and feedback in delivery of academic and behavioral interventions. Supervision of trainees will be conducted by Graduate Assistants in the School Psychology program. These Graduate Assistants will have received training in completion of supervision observation forms.

Research: Because the mission of the clinic is based on principles associated with the continuous improvement model and the directors are committed to contributing to the body of literature within the fields of education and psychology, the collection of data for the purpose of research is an important part of the clinic operations. Parents of all learners will be invited to participate and to allow their child to serve as participants in ongoing research projects. All research activities are approved by SFA's Institutional Review Board (IRB) and parent consent is obtained prior to beginning any research activity. Data will be used by the clinic staff for the purpose of improving service delivery, professional presentations, and publication.

3. **Counseling Clinic**

The Stephen F. Austin State University (SFASU) Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person's needs. Counselee progress is based on the person's ability to move through counseling according to individual readiness.

Services include: intake, screening, referral, assessment, treatment planning, case reviews, discharge planning, and aftercare planning. Additionally the following counseling services are offered: marriage, family, parent-child, individual, group, career planning and placement.
The program will serve both children and adults who are experiencing personal problems. Before being served, minors must be accompanied by either a parent and/or guardian. The SFASU Counseling Clinic is a university based training program which provides various counseling services. General objectives include professional training opportunities for the graduate counseling student and quality service provision for the counselee. Graduate practicum students provide the majority of the Counseling Clinic services under the direct supervision of trained and licensed Counseling Professionals. The SFASU Counseling Clinic provides the graduate counseling student the opportunity to gain practical experience as a counselor in a supervised clinical setting.

4. The Human Neuroscience Laboratory (HNL)

The Human Neuroscience Laboratory (HNL) is a state-of-the-art research, teaching and service facility dedicated to studying the ways that the human brain supports human behavior. Accordingly, the HNL goal is to create and apply brain-behavior knowledge that will illuminate individual differences in sensation and perception, learning skills, coping strategies as well as physical and mental capabilities of individuals. To reach this goal, the HNL uses principles of neuroscience, broadly speaking, to aid in the understanding, diagnosis and treatment of different physical and mental pathologies.

The HNL equipment can be used to study virtually any condition affecting the human central and peripheral nervous system. In fact, HNL projects span to a broad spectrum of topics, including attention deficit and hyperactivity, dyslexia, agraphia, acute and chronic pain, traumatic brain injury, eating disorders, addiction, sleep disorders among others. *Equipment in the HNL includes:

- Quantitative electroencephalography (qEEG) for generating color coding brain maps and event related potentials.
- Measures of sympathetic nervous system activation including galvanic skin response (GSR), cardiac recording, temperature recording and tactile response.
- Neuropsychological tests for attention, executive function, language, visual perception and motor and memory.
- Visual, auditory and tactile evoked potential recorders.
- Eye tracking and coordination measures.
- Neurofeedback and biofeedback training equipment.

*All equipment is in sound shielded and electrically shielded rooms for maximum recording and analysis.

The HNL is open to students and faculty/researchers to conduct research projects. Indeed, the primary purpose of the lab is to provide students and faculty/researchers with the opportunity to participate in collaborative research
and service that involves brain-behavior interactions. This pertains to basic and applied research as well as projects in collaboration with clinical faculty, to allow students and faculty/researchers to explore the neural bases of human normal function and dysfunction.

F. Independent Study

Normally, independent study courses are not approved if the outline of the study is very close to that of a course already being taught. If this is the case, the student will be advised to take the course during the time it occurs in their course sequence.

Students who are interested in an independent or individual study course are to discuss the matter with the course-related instructor. The student will then submit an independent study form Appendix A and a draft of a course syllabus for instructor review and approval. If approved, the instructor will then forward the form and/or the approved course syllabus to the departmental chairperson for consideration. The departmental chairperson will review the justification form and/or the syllabus. If the departmental chairperson approves, enrollment in the course will be allowed.

G. Thesis Requirements and Procedures

Master’s Thesis Requirements and Procedures
Before beginning the Thesis process, the student should obtain and become familiar with the Thesis Guide. This guide is located on the SFA Graduate School website (see http://www.sfasu.edu/graduate/108.asp). The thesis committee will consist of three members from the Department of Human Services and at least one graduate faculty member from outside the department of Human Services. Students should meet with advisors to discuss issues related to completion of thesis. As students’ progress through the curriculum, they are required to take the following courses related to thesis, EPS 589 Thesis Research and EPS 590 Thesis Writing – taken for a total of 6 hours. As per Graduate School policy, if the student is unable to complete the thesis by the time these 6 hours have been completed, the student must take EPS 590 every fall, spring, and summer in which university resources (faculty time, computer labs, etc.) are used. Students are expected to be enrolled each semester until completion of the degree. At a minimum, the student will meet with their committee two times; once for the proposal defense and once for the final thesis defense. The student’s committee may request additional meetings if necessary. Approval of the thesis topic by the chair and committee is recommended as early as possible within the guidelines established herein. The chair of the thesis committee and the committee members must all be approved by the Department Chair, and all departmental committee members must be members of the graduate faculty. Appendix N is the “Thesis Committee” form to be used for purposes of documenting committee membership.
Thesis Sequence

Note: The following information is provided as a guide to help students initiate and sustain a successful Thesis process. Variation in the details below may occur as a function of the Thesis research topic itself, the student, the thesis chair and committee, and other aspects of the process. This information should be considered along with the university’s “Thesis Guide” and other resources available on the SFA Graduate School website (http://www2.sfasu.edu/graduate/CurrentStudents/thesisguide.html). Students are responsible for initiating all the major steps of this process.

1. Select Thesis Topic and Consult with Committee Chairperson. The thesis topic must be approved by the student’s committee chair prior to proceeding with the proposal process.

2. Formulate Researchable Question(s). Once an idea has been generated, the student should write several research questions that address the selected topic. The thesis chair will assist the student in formulating researchable questions.

3. Develop Thesis Proposal. The proposal is based directly on the research question(s) and provides information on the need/rationale and overview of the study (Chapter One), reviews relevant literature (Chapter Two), and describes research methodology for addressing the question(s) (Chapter Three). Refer to the university’s Thesis Guide (see link above) for specific details on preparing the proposal. Students should work with their committee chairperson and committee members as needed in order to refine the proposal and schedule the proposal meeting.

4. Schedule and Complete Thesis Proposal Meeting. The student should work with the committee chair and other members to schedule a date for a proposal meeting. The student is responsible for (1) working with the department secretary to secure a room for the meeting, (2) notifying committee members and Project Secretary of proposal date and time, and (3) providing all committee members with a copy of the proposal. The proposal is limited to a maximum of 30 pages in APA format. The proposal should be given to committee members at least two weeks in advance of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is encouraged to invite other graduate students to the meeting in order to assist them in taking notes and to allow the non-proposing students an opportunity to observe and learn more about the proposal meeting process. The student is responsible for securing the necessary approvals and sanctions related to the thesis study from the agencies and settings where the research will be implemented prior to the proposal meeting.
At the meeting itself, the student will be asked to provide an overview of their thesis and to entertain related questions from committee members. The meeting is designed to clarify thesis plans and procedures as deemed necessary by the student and committee members. At the conclusion of the meeting, committee members vote on the proposal and share the decision with the student. Upon successful completion of the proposal meeting, approval by the SFA Institutional Review Board (IRB), students may proceed with their thesis research.

5. **Conduct Thesis Research.** The student is responsible for all arrangements and details associated with conducting their thesis study including (but not limited to) securing the necessary research setting(s), subjects, observers, data collectors, and related details. This includes any financial costs incurred in order to carry out the thesis and approvals (e.g., IRB, informed consents of all participating individuals and/or groups).

6. **Schedule and Complete the Thesis Defense.** Upon completing the entire study, analyzing the data, and preparing a final copy of the thesis in accordance with the university’s Thesis Guide, students should schedule the thesis defense meeting. The student should work with the committee chair and other members to determine an agreed upon date for the defense meeting. The student MUST notify the school psychology administrative assistant and the director of training at least two weeks prior to the proposed thesis defense date. It will then be the program secretary’s responsibility, with the assistance of the student, to:
   a. reserve a room with appropriate technology support
   b. complete the pre-defense routing form to notify the following regarding date and time of defense: Department Chair, College Dean, and Graduate Dean.

Once a location for the meeting has been secured, the student will email committee members with date and time. At least two weeks prior to the meeting, the student must provide a final copy of their thesis document to (a) their committee members AND (b) use the “Pre-defense Routing Form” (obtained from Project Secretary) to accompany copies of the thesis document for the Department faculty (1 copy left with Project Secretary), Department Chair, College Dean, and Graduate Dean.

The candidate will give a formal 30-40 minute presentation (overview of study, summary of results, discussion, and implications). After the presentation the thesis committee will question the candidate. Questions will be permitted only from committee members. Following the formal presentation, at the discretion of the committee, questions can be solicited from the audience for up to 20 minutes followed by a
break. Following the question and answer period, the committee will discuss the candidate’s performance in private.

During deliberations, committee members vote to “approve,” “approve with conditions,” or “not approve” the defense, after which the committee decision is shared with the student. Once the thesis has been defended, the student works with the chairperson to make any needed changes to the thesis document. Committee members reserve the right to review and approve any changes. The completed document with original signatures and a copy of the document must then be turned in to the Graduate School by the deadline specified for the semester in which the student intends (http://www.sfasu.edu/graduate/109.asp) to graduate. In addition to any personal copies, the student is to provide one bound copy of the completed thesis to the Human Services Department, one bound copy to the committee chairperson, and unbound copies to each of the thesis committee members. The cost for all copies is the student’s responsibility, and the binding can be done through the Periodicals/Serials department of Ralph W. Steen Library. A copy of the thesis and payment for the above mentioned copies must be submitted to the Library before the student is recommended for graduation. Upon successful completion of the defense and any remaining program requirements, the student is formally approved for graduation with the degree of Master of Arts in School Psychology.

H. Faculty

The program faculty members are either state licensed and/or nationally certified as psychologists or school psychologists or have expertise in a required content area. Graduate training in school psychology is complemented by the expertise and resources provided by faculty in the Department of Human Services, including the Counseling and Special Education programs, and the Department of Psychology. This interdisciplinary approach affords the student a broader perspective of the field of psychology.

I. Financial Support

Students in the School Psychology Program have the following options for financial support:

- Professional Activities. Students, who participate in professional activities, e.g., state, regional, or national conference presentations, may apply for reimbursement of travel expenses from the Perkins College of Education. The form is available at http://coe.sfasu.edu/documents/STUDENTSupplementalTravelFunds Application121415.pdf.
Graduate Assistantships. Graduate assistantships and their availability are to be found at [https://careers.sfasu.edu/](https://careers.sfasu.edu/). Students in the School Psychology program may apply for assistantships with the Graduate School of SFA. Graduate assistantships, although typically restricted to 20-hours/week. The minimum course load for a graduate assistant is 6 semester hours. A reduction in this minimum load requires special permission from the Dean of the Graduate School.

Federal Work Study. Many students take advantage of the Federal Work Study Program, in which students are awarded money as part of their financial aid package that they can earn through an on-campus job. In order to qualify for the program you must demonstrate financial need (See Financial Aid and Scholarships), maintain satisfactory performance in your studies, and meet varied time and work load requirements in departments and divisions across the campus. Both the Financial Aid Office and the Student Employment Center can provide initial information about the program.

Graduate Research Salary (GRS)
The purpose is to provide support for graduate students working toward research-based theses (or equivalent) and dissertations. GRA funds are subsidized by the University’s Research Enhancement Program and administered in accordance with the fiscal year (Sep 1 – Aug 31). The URC makes recommendations for funding to the chair of the council who then obtains approval for funding from the dean of the Graduate School, and notifies the provost and vice president of academic affairs of awards.

Licensure and Certification

The Masters in School Psychology program at SFA prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology. The program also prepares students for certification as a Nationally Certified School Psychologist (NCSP).

Licensure as a Licensed Specialist in School Psychology (LSSP) requires meeting the TSBEP Rules and Regulations, which includes: a MA degree in School Psychology, passing the National School Psychology Examination (PRAXIS Series); and passing the Texas State Jurisprudence Examination.

TSBEP Rules and Regulations are updated frequently and can be located on the TSBEP website. It is the responsibility of the professional to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should review licensing information carefully in order to be well prepared for the licensure process. The most
up to date information on licensing is found on the TSBEP website at
http://www.tsbep.state.tx.us/ or you may contact TSBEP at:

Texas State Board of Examiners of
Psychologists 333 Guadalupe, Suite 2-450
Austin, TX 78701
512-305-7700

Certification – The National Association of School Psychologists (NASP) offers the
Nationally Certified School Psychologist (NCSP) credential. Students are expected to
apply for and receive the NCSP. All students are required to take and pass the PRAXIS
Series Examination during internship. To obtain certification as an NCSP, you must
have your credentials reviewed by the NCSP Board (administered by NASP).
Graduation from a NASP accredited program automatically qualifies you to sit for the
PRAXIS Series Examination. Application information may be found at:
http://www.nasponline.org/ or obtained from:

National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
301-657-0270

II. Application and Admission to the School Psychology Program

The application process can be located at the departmental website:
http://www.sfasu.edu/humanservices/97.asp. The Application to the SFASU Graduate School
can be accessed at https://www.applytexas.org/adappc/gen/c_start.WBX. The University
requires a $50 application fee. Applicants to the program must demonstrate completion of a
bachelor’s from a regionally accredited institution of higher learning. There is no absolute
minimum Graduate Record Examination (GRE) score. However, admission is based on
personal characteristics beyond acceptable GRE scores and cumulative GPA, such as
applicants’ professional interests/goals, work history, and personal suitability in the emphasis
area for which they have applied. This information will be reviewed and assessed in conjunction
with related application materials. Applicants are considered for admission based on three
letters of recommendation, a statement of professional goals, a completed information sheet,
and an interview by the program faculty. Acceptance entails meeting all of the above
requirements prior to entering the program. Applicants may be conditionally accepted if they
have not yet submitted GRE scores but have fulfilled all other requirements for the program.
However, acceptable scores must be submitted no later than the end of their first semester to
continue in the program.

A. Minority Recruitment and Support for Diversity

Presently, the SFA Office of Multicultural Affairs supports various under-represented
students through cultural celebrations and events that enhance college experience and
educate the SFA community. The mission of the Stephen F. Austin State University Multicultural Center is to critically engage students, faculty, staff, administrators and other allies in creating and sustaining a campus culture that enables understanding of one’s own cultural identity, understanding of how that identity affects our worldview, learning to competently communicate with those of other cultures, embracing the diversity and the possibilities of participation in a pluralistic society and cultivating the personal integrity to act as social justice advocates. This office supports various minority cultures through cultural celebrations and events that enhance their college experience and educate the SFA community, create cultural and social programs that raise awareness and respect for the importance of diversity and offers a Peer Mentor Program to incoming transfer students and international students to help adjust to the campus and community life.

The School Psychology Master’s program works with the Office of Multicultural Affairs in creating cultural and social programs that raise awareness and respect for the importance of diversity in the area of school psychology and to positively impact the recruitment and retention of under-represented graduate students. We have contact with State Regional Resource Centers about program availability (as they have minority representation similar to school populations). Moreover, the School Psychology program works with the Office of Disability Services to recruit and aid potential students with disabilities.

The program has made a strong commitment to supporting diversity. Following the guidelines of the APA, the program faculty makes systematic, coherent, and long term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. This emphasis is embedded throughout the curriculum.

2. Students with Disabilities

In a broad sense, any impairment of one or several of life's major physical activities, such as seeing, hearing, walking, etc., constitutes a physical disability. The severity of such conditions may vary greatly, but all students with physical disabilities have equal access to the educational and extracurricular programs of the university by right and by law.
SFA does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities, or in its hiring or employment practices. This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and is available in large print, on audiotape and in Braille.

SFA is a leader in the state of Texas in providing outstanding access to higher education for students with disabilities. The university takes great pride in this achievement. More than 85 percent barrier free, the university gives students with physical disabilities access to university facilities through handicapped parking, curb cuts, ramps, wide doors, Braille signs, and lowered elevator buttons and telephones. The university works closely with the Texas Department of Assistive and Rehabilitative Services.

Reasonable accommodations to students with physical disabilities include but are not limited to: allowing the taping and transcribing of lectures and classes; providing barrier-free meeting places for classes; allowing readers for blind students and signers for the deaf. A Braille machine, transcribers, and voice capable computers are available through the Steen Library and the Computer Center. In addition, some personal computers have been modified for use by students with disabilities and are linked to the mainframe.

To request Information or submit inquiries or complaints, contact the Office of Americans with Disabilities Act Compliance Coordinator
http://www.sfasu.edu/disabilityservices/
P.O. Box 6130, SFA Station Nacogdoches, Texas, 75962-6130 Phone: 936.468.3004-Voice/TDD Fax: 936.468.1368

Individuals needing auxiliary aids are invited to make their needs and preferences known to the ADA compliance coordinator. Upon admission, if you are a graduate student with a disability, plan to contact the director of disability services for needed assistance to make the transition to the campus and community as convenient and pleasant as possible.

3. Three Types of Admission

1. Clear admission under which the student is eligible to work toward a graduate degree. An applicant to the School Psychology Programs must have an overall grade point average of 2.5 and a grade point average of 2.8 on the last 60 hours of undergraduate work (exclusive of freshman-level courses), each on a 4.0 scale. The student must also present acceptable scores on the General Test of the Graduate Record Examination (GRE).
2. **Probationary admission**
An applicant to the School Psychology Program failing to achieve clear admission to graduate study may be considered for probationary admission on a case-by-case basis under which the student is eligible to work toward a graduate degree, but with the provision that the student earn a B average on course work the first semester or summer session of registration or be placed on academic suspension.

3. **Provisional admission**
School Psychology Program applicants who are unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. The record must indicate a minimum overall grade point average of 2.5, and a 2.8 for the last 60 semester credit hours (exclusive of freshman-level courses), based on a 4.0 scale. This status requires the recommendation of the appropriate department and the approval of the academic dean, and it is valid for one regular semester or two summer sessions only.

4. **Overlap Program Admission**
The Overlap Program permits qualified undergraduates to pursue a limited number of graduate studies concurrently with undergraduate ones. A maximum of 12 credit hours is allowed. To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student with fewer than 115 hours of undergraduate credit must present a 3.0 grade point average both overall and in the major field. A student with 115 hours or more of undergraduate credit, however, may be admitted to the Overlap Program by presenting a 2.5 grade point average overall and a 2.8 grade point average in the major field. Any student admitted to the Overlap Program must take the Graduate Record Examination (GRE) at the earliest possible date before admission.

To be admitted to the Overlap Program, a student should:

a) Apply to the Graduate School
b) Complete an Overlap Application which can be located at:
http://www.sfasu.edu/graduate/documents/overlap-recommendation.pdf

c) Obtain the recommendation of the School Psychology Program, and
d) Obtain the recommendation of the appropriate academic dean.

III. Degree Requirements

A. Grade Standards

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Students are allowed one C; with any additional C or lower, the student will be required to repeat the course in which the C was earned during the next semester the course is offered and make at least a B. Any grade below a C, in any course, must be repeated to obtain a grade of B or higher. A graduate student is expected to maintain a cumulative 3.0/4.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student is ineligible to continue graduate studies at SFA for one year, and must officially reapply to the program in order to complete the degree after the suspension period. These rules apply to all 500 and 600 level courses.

Withheld: A grade of Withheld is given to the student who shows good cause for not completing the work by the end of the semester. The grade of Withheld is appropriate only in the case of unavoidable circumstances wherein a student cannot complete all of the coursework by the end of the semester/term. Examples of unavoidable circumstances include: documented illness which prevents a student from attending classes, death in the immediate family, military service, or other emergencies deemed appropriate by the instructor. A grade of Withheld should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

A student who is entitled to receive a grade of Withheld must develop a written contract with the instructor of the course. The student and the instructor shall make specific written arrangements for removing the grade of Withheld. The instructor will also specify that, if the work is not completed by the assigned time, a grade of F will replace the Withheld on the student’s transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar. In most instances, work to be completed should be finished within the first several weeks following the end of the semester/term. The maximum time allowed to finish the course work is one calendar year, after which the grade automatically turns to a F.
B. Advisors

Program plans are distributed and advisors assigned at the time of admission notification. Faculty assigned as advisors are positioned to serve as mentors in students’ professional development and consultants as unanticipated issues arise during enrollment. After the first year in the program, students may change advisor assignment by submission of the completed Request to Change Advisor form (Appendix A). The student must inform the initially assigned advisor and the prospective advisor and secure each of their signatures on the Request to Change Advisor form, which will be maintained in the program office or on the program website. Students are strongly encouraged to become familiar with all faculty to guide decision-making about advisor selection, who will also serve as the Chair of the Thesis Committee. Final assignments shall consider the current advisement load and faculty availability. All decisions relevant to a student's progress in the program, degree plans, and satisfactory completion of graduation requirements are the function of the collective School Psychology Program Faculty (SPPF). A representative from the student body is invited to attend these program meetings at which time decisions are made. A single faculty member may not make a unilateral decision regarding a student's status or progress to degree completion in the program.

C. Registration

Permits for registration are provided by the program secretary based on the student’s program of study received at the time of admission. Registration is completed online in the SFA Banner system: https://sfacas.sfasu.edu/cas/login?service=https%3A%2F%2Fmysfa.sfasu.edu%2Fc%2Fportal%2Flogin

The open dates for registration can be found at http://www.sfasu.edu/registrar/167.asp. Registration should be completed during open registration. Failure to enroll during that period may result in course cancellation.

D. Plan of Study

The plan of study is developed prior to admission into the School Psychology program and must be approved by program faculty and sent to the Graduate Dean. A copy of the approved plan of study is forwarded to the student and a copy will be maintained at the program level.

E. Time Limitations

The Graduate School requires that all graduate coursework towards the School Psychology Master’s degree must be completed within 6 years.

F. Transfer of Credits

A graduate student may transfer a maximum of six semester hours. To transfer any credit
from other institutions, the student’s application materials must include a memo requesting course transfer, the course syllabus/syllabi to be considered, and the transcript(s) documenting the grade of B or better, the date of the course, and that the course did not contribute to the completion of a prior degree. The exception is that ALL hours earned in an SFA certificate program can be considered for transfer into a graduate degree program. Course enrollment must have occurred no more than six years before application. Approval of the request must be received from the program faculty, the Department Chair, and the Academic Dean’s Office. Any course accepted by transfer will carry credit but not grade-point value. If the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

G. Annual Review

All students in the School Psychology Program are admitted provisionally. The SPPF conducts an annual review of students during the fall semester. Students will create a portfolio documenting their performance in the program. This portfolio will be reviewed by the SPPF. Students will be informed of their status following this review. The SPPF may request that students attend an SPPF meeting in order to discuss concerns about their academic progress. Students are encouraged to request an opportunity to discuss their progress in the program, or any other concerns, with their advisor at any time. Annual review forms can be found in Appendix C.

H. Practicum and Internship

School Psychology students are required to complete three credit hours (150 clock hours) of practicum followed by 1200 clock hours of internship. Information on the Practicum and Internship can be found in this handbook beginning on page 34 and 35. In each setting, the university supervisor contacts the receiving field agency several times during the semester. Practicum students also meet weekly with the university supervisor for group supervision. At mid-term and at the end of each semester, written evaluations are collected from the field agency. These evaluations are discussed with the student and the faculty supervisor. This information is used by the coordinator and practicum supervisors in a variety of ways to enhance the working relationships between the university and the field agency. NASP standards guide the practicum and internship requirements.

I. Graduation Application and Fees

Students must apply for graduation by completing attachment
http://www.sfasu.edu/registrar/documents/Mail_In_Graduate_Application_Form_as_of_10.05.11(1).pdf. After the student has applied for graduation, the School Psychology program director and the SFA graduate school will review the student material based on the above requirements. The application dates for requesting a Graduation Audit are determined by the time of the student’s intended commencement.
MAY Commencement - Applications are taken September 15 through November 15 of prior year. AUGUST Commencement - Applications are taken January 2 through March 2 of same year. DECEMBER Commencement - Applications are taken April 1 through June 1 of same year. There is a Graduation Processing Fee of $50.00 for the Master's degree. Each time a student applies for a degree from the university he or she must pay a graduation fee. If the degree candidate plans to participate in commencement exercises, he or she may obtain a cap and gown at the Barnes & Noble College Booksellers located in the Baker Pattillo Student Center. For additional information, contact the registrar’s office or review the information online.

http://www.sfasu.edu/graduate/

J. Dismissal from the Program

A student may be expelled by the SPPF from the School Psychology program for any of the following reasons:

- ethical or legal violations
- academic failure (previously defined under grade requirements)
- professional incompetence or negligence.

A policy statement on impairment, incompetence, and ethical misconduct is provided to each student during Program Orientation the first semester of enrollment. Students must sign the form and a copy is kept in their educational file. A copy of the policy statement is located in Appendix K of this document.

Retention
To remain in good standing in the program the student must: (1) maintain a minimum overall grade point average of 3.0; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct; and (4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Human Services reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success, as measured during the program and the internship on dispositions assessments and internship evaluations.

IV. Making Changes

A. Due Process

Any student who disagrees with decision relating to an academic matter should first
contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should ask the chair of the Human Services department involved to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the Dean of the college, then to the Associate Vice President for Academic Affairs, and finally to the Vice President for Academic Affairs and Provost. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter.

The SFA student disciplinary process (described in detail by the SFA Office of Student Rights and Responsibilities: http://www.sfasu.edu/judicial/docs/Right_Direction.pdf) is designed to provide students information on a fair and impartial procedure should they be charged with any allegation. Along with due process, two other important elements in any student disciplinary system are notice and the opportunity to respond. For conduct code violations, a student receives notice from the Office of Student Rights and Responsibilities in a letter that describes the date, time and place of the infraction, a description or categorical listing of the infraction in relation to the conduct code, and the date by which the student must make an appointment to see the judicial officer for an initial meeting. The charged student’s opportunity to respond comes through the hearing process where the student can offer an explanation of the incident or other evidence on the student’s behalf. A decision is then made about the student’s responsibility for the violation and an appropriate sanction, if needed, is assigned. The School Psychology Program in the Human Services Department follows the policies and procedures described by the SFA Office of Student Rights and Responsibilities. Students are strongly encouraged to obtain a copy of all rights and read them. It is important to be fully aware of all student rights and responsibilities.

B. Changing the Degree Plan

During the first semester of enrollment, the student should meet with the program secretary to file the degree plan received upon admission. The degree plan is signed and submitted by the student and advisor to the Dean’s Office in the James I. Perkins College of Education Building. A copy of the degree plan is sent to the Graduate Dean, and another copy is placed in the student’s file in the (see sample degree plan below). Students are required to maintain a copy of this signed contract with the program for their personal files as well.

Though the above process is considered standard, there are different circumstances that may require changes in the degree plan that has been filed in the program and with the Dean of the Graduate School. Examples include but are not limited to the fact that additional courses may have been taken or scheduled courses may not have made due to low enrollment and a substitution of other courses was approved. All revised degree plans must be reviewed and approved by the SPPF before any changes are made. When students file for graduation, the Graduate Dean checks the student's transcript with the official degree plan to approve the student for graduation. Therefore, it is
important to update the official records if any changes are made.

V. Evaluation

A. Process for Evaluation of Student Progress

Formative evaluation occurs throughout the program as students demonstrate competencies through successful completion of coursework, practica, and internship. Progress as a developing school psychologist will be assessed at the conclusion of each academic year for all students. At the end of each academic year, students are required to complete an annual portfolio student and instructors may elect to review these evaluations. Continued registration in the program is contingent on demonstration of adequate progress as determined by faculty review. Students’ portfolios composed of a comprehensive collection of required materials and documentation of accomplishments will be due October 1st of each academic year. See Appendix D for a list of the required materials and criteria for portfolio evaluation, which is the result of collection faculty review.

Additionally, students may be required to meet with their advisor and the school psychology faculty if concerns arise regarding professional conduct and/or progress in the program.

During the annual portfolio review, particular attention will be given to three areas of development. These areas include professional conduct, scholarship, and practice. Although all areas may not be applicable to course experiences, it is expected that each area will be addressed during the annual review.

B. Clinical Skills Evaluation Process

The professional practice clinical skills evaluation provides an evaluation of the student’s skill in applied practice. It is based on direct observation of each student’s skills in assessment and intervention by the School Psychology program faculty. The professional practice clinical skills evaluation at the Masters level encompasses two elements: Assessment and Intervention.

- **Assessment**
  Each student will submit a comprehensive assessment case. The assessment case must be complete at the time of submission (i.e. all testing as well as final report). Students will submit digital documentation (video) of the psychological assessment process (e.g. interviews and test administration). A thorough psychological assessment includes, at a minimum, measurement of cognitive, achievement, and social-emotional factors. Along with the digital assessment documentation, the student should include
(a) a psychological report, (b) all protocols, and (c) supporting documentation such as consent.

Protocols are reviewed for scoring accuracy and digital test administrations are reviewed for administration accuracy by one of the school psychology faculty. If a concern arises regarding the student’s scoring accuracy or administration proficiency, a second school psychology faculty member will review the materials. In this situation the entire school psychology faculty is then presented with the information and the recommendations of the two reviewers as to whether or not the student should be allowed to proceed to the case presentation.

• **Intervention**
  Students are required to complete a case study to improve behavioral functioning of a student in a pre-K – 12 schools setting during the practicum course. The assignment incorporates knowledge acquired throughout the program in NASP’s standards of service delivery and ultimately, students are able to demonstrate application of their skills and impact on their learner. Students are expected to follow a data-based problem solving model and engage in program evaluation during the consultative process of this assignment.

• **Assessment-Intervention Assignment Overview**
  The assignment includes the following steps: interview, baseline, hypothesis and replacement behavior, intervention design, intervention data, and social validity (see below). Student’s present cases, which are evaluated using the planning rubric and impact on the learner rubric see Appendix H and I.

• **Interview:** Students will develop and implement an interview with a teacher in the public school to determine the nature of a child’s problem behavior as well as hypotheses concerning the function of that problem behavior. Students will conduct a short observation of the behavior in order to develop an operational definition of the problem behavior.

• **Baseline:** Students will collect at least three days of baseline data for the problem behavior. More than three days may be necessary in some cases. Students will create a graph using Excel (or other comparable programs) to indicate levels of problem behavior during baseline.

• **Hypothesis and Replacement Behavior:** Students will conduct observations of the problem behavior in at least two settings. In each case, the student will indicate what immediately preceded
and followed the problem behavior using an ABC recording chart. Using this information, the student will write a hypothesis statement in the form —When (antecedent) the student (behavior) in order to (function).” The student will also define a replacement behavior for the student. The replacement behavior is an appropriate behavior that is consistent with the child’s development and requires skill level that will also fulfill the function of the problem behavior.

- **Intervention Design:** Students will design an intervention based on the principles of applied behavior analysis in order to teach the child to use the replacement behavior. Intervention should include 1) antecedent procedures, 2) consequence procedures, and 3) what reinforcers will be used and how they will be delivered.

- **Intervention Data:** Students will teach the child to use the replacement behavior. During this intervention students will take data on both the problem and replacement data. Intervention data will continue to be recorded until a stable trend is indicated. It may be necessary to change the intervention if the child fails to show progress for several days. Students will add this data to the baseline graph.

- **Social Validity:** Students will develop a social validity assessment and will have teachers, parents, and others involved with this child complete the social validity assessment. The validity assessment can incorporate a rating system. Results will be summarized.

- **Case Study:** Students will create a PowerPoint presentation to communicate the outcomes of assignments #1 through #6. This presentation will be presented to faculty and students at the end of the semester.

- **Parent Training:** Students will design a short parent training on a topic related to school psychology. Students will create a PowerPoint presentation and handouts for their presentation.

- **Assessment Write-Up:** Students will be involved in administering a variety of assessments throughout the semester including intelligence tests, achievement tests, and behavioral assessments. Students will complete a full write-up of at least two assessments. Write-ups will include a rationale for administering the test, the results of the test, an interpretation of test results, and academic or behavioral recommendations based on these results.

~ 30 ~
C. Masters Comprehensive Examination

Purpose: The comprehensive examination, based on the multiple-choice format used in the PRAXIS, is designed as a final test of the basic knowledge the candidate has acquired upon completion of the School Psychology Program. The examination addresses all didactic coursework. All questions are in objective format addressing the 10 Domains of School Psychology Training and Practice [https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains](https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains) Also see page 4-8 above.

The candidate should be able to demonstrate the ability to synthesize content from the program courses as well as the ability to analyze specific problem scenarios presented in the examination. Candidates should demonstrate a comprehensive knowledge of theory, practice, research, and assessment.

Candidates receive results of the examination immediately after completion. Candidates must correctly answer 70% of the items on the exam. All students will receive notification in writing of the outcome. This written communication provides overall scores and domain scores. Failure to correctly answer 70% of the total items will require a retake. The time of the retake is to be determined by the collective faculty body. Students who fail the exam on their second retake may be dismissed from the program.

Based on the criterion indicated above, students may pass the Comprehensive Examination and have lower than 70% on one or more domains. In such cases, students are to work with assigned advisors to develop a remediation plan in the knowledge content area(s) and document this activity in portfolios.

D. National School Psychology Examination

During the internship year, all students are required to take and pass the National School Psychology Examination (NCSP or Praxis examination) [https://www.ets.org/praxis](https://www.ets.org/praxis). Students are required to submit a complete copy of their National School Psychology Exam scores to the SFASU School Psychology program secretary. Following graduation, after passing the Texas Jurisprudence Examination [https://www.tsbep.texas.gov/jurisprudence-examination](https://www.tsbep.texas.gov/jurisprudence-examination), students will be eligible to apply for NCSP certification.

E. Professional Development, Professional Involvement, and Scholarly Activities

Students’ vitae, organized in APA-format, should be updated throughout enrollment. Documentation of professional development, professional involvement, and
1. **Professional Development.**

Students must maintain membership in a School Psychology related professional organization (i.e., NASP, APA, TSPA, TPA), take advantage of training/educational experiences that extend beyond the classroom and program curriculum (i.e., professional conference attendance, workshops, expert presentations). All should be documented in the vita and in the portfolio (i.e., flyer, certificate).

2. **Professional Involvement/Service.**

Students must maintain visibility/involvement in service in a professional organization (local, regional, state, national). Examples include: active membership in graduate student governance, Executive Committee of the School Psychology Graduate Student Organization, Editor of student newsletter, etc. All should be documented in the vita and in the portfolio (i.e., brief description of activity and/or number of hours committed).

Each year, students within the School Psychology program nominate and elect officers to run the student organization. Campus representatives are selected on an annual basis as a liaison for international, national, and state positions, including: Association for Behavioral Analysis International (ABAI), American Psychological Association of Graduate Students (APAGS), American Psychological Association, Division 16 – Student Affiliates in School Psychology (SASP), Texas Association of School Psychologists (TASP), Texas Psychological Association (TPA), and National Association of School Psychologists (NASP). At each organization, campus representatives are provided the opportunity to report news that includes calls for proposals, upcoming conferences, new journal releases, and more. The student organization focuses on contributing to the mentor-mentee program by randomly assigning an older student to work with a first year as a mentor and guide. To increase commitment and knowledge in the community, participation in the community events occur, resulting in workshops for professional development. Some workshops are student-led to allow students to interact with each other and provide valuable information to share with one another. Workshop topics include: how to create a competitive practicum folder, how to manage time effectively, increasing diversity awareness and understanding, learning how to utilize computer programs for tracking field experience, and more.

3. **Scholarly Activities.**

Students must engage in a progressive sequence of research education and training that begins during the first semester with participation in one or more faculty-led research teams. The progression through the research sequence displays the cumulative nature of the program. By participating in a research team, students receive didactic instruction in issues and methods relevant to a given project, observe the faculty mentor and senior graduate students, and practice the skills...
learned by completing specific research-related tasks. As their research skills increase, students under the direct supervision of faculty supervise small teams, thereby practicing a broader range of research and supervisory skills. Such activities are to result in professional conference presentations, publishable manuscripts submitted for review for publication, IRB applications, and or publications (i.e., book reviews, brief reports, conceptual papers, literature reviews, manuscripts reporting results of empirical research). All should be documented in the vita and in the portfolio (e.g., copy of conference page, acceptance letter, 1st page of publication, manuscript under review, IRB application).

F. Certification of Completion of the School Psychology Master’s Degree:

1. Demonstration of consistent compliance to professional standards and ethics;
2. Good program standing (e.g. successful completion of program requirements);
3. Good academic standing (minimum cumulative GPA 3.0/4.0);
4. Completion of all required coursework (minimum 60 hours);
5. Successful completion of professional dispositions review.

VI. Practicum and Internship Overview

A. Training Emphases

The education and training emphases of competent school psychologists in this program include:

- A thorough preparation in the procedures of psychoeducational assessment, and consultation, and student- and systems-level interventions with an emphasis on multidisciplinary collaborative practice, and application of these skills to positively impact children, youth, families and other consumers.

- Facilitation of acquisition of professional competencies through two course-embedded practica (35 hours total), one school-based supervised practicum course (150 hours) and the internship (1200 hours) provide well over 1,350 hours of supervised practice.

- Direct training, involving a balance of both diagnostic and intervention services, is conducted in a variety of clinical and educational settings.

- Application of research to guide evidence-based practices and engagement in applied research. Approaching service delivery activities (i.e., consultation, systems-level interventions, etc.) through a scientist-practitioner, data-based problem solving model.
B. Purposes of the Practicum and Internship Experience

The broad goals of the practicum and internship experience may be summarized as follows:

1. Apply knowledge and strategies to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, direct interventions targeting academic, social, and emotional deficits, and consultation.

2. Provide indirect intervention services to children, parents, teachers, and other school and professional personnel such as school-wide consultation, professional development, needs assessment, and school-wide intervention development and implementation.

3. Demonstrate application of the data-based problem solving approach by engaging in activities, such as in assessment, adherence to the problem solving model, identification and application of evidence-based practices, and program evaluation.

4. Collaborate with community agencies and systems which provide mental health and educational services.

5. Serve as an advocate for the development of human potential in children, parents, teachers and other school personnel within a multicultural context.

VII. Practicum and Internship Guidelines

A. Practica

Students complete a 14 hour embedded practicum experience as part of the course requirements in EPS 565: School Psychology. A 20 hour embedded practicum experience is also included in EPS 545: Individual Intelligence Testing. During the Spring semesters students complete 150 hours of practica, in EPS 555: Practicum. Practica experiences focus on schools as systems, assessment, academic and behavioral intervention, counseling, home-school collaboration, and consultation. All practica experiences occur in a school setting. Students will receive supervision from field-based and university-based supervisors during their practica experiences. Upon completion of the practica experience, students are prepared for internship.

B. Internship

After completion of all program required courses, students may enroll in internship. The internship requires a minimum of 1200 hours and is completed during two consecutive academic semesters for Masters level students who are not also enrolled in doctoral courses. At least half (600) of the
required hours must be completed within a school setting that provides experiences working with both general education and special education programs. Interns work full-time in a school setting under direct supervision of a qualified Licensed Specialist in School Psychology. In addition, students receive university-based supervision in EPS 595: Internship. The internship experience is a culmination of all prior training and experiences and adheres to the training requirements and objectives of the National Association of School Psychologists and the Texas State Board of Examiners of Psychologists.

C. Supervisory Personnel

Practicum students receive supervision from both a university-based and field-based supervisor; and Internship students receive supervision from the field-based supervisor. The university-based supervisor works in conjunction with the field-based supervisor in insuring effective service delivery by trainees. The university-based supervisor must have an active NCSP and/or LSSP credential.

D. How to Arrange Practica and Internships

Following portfolio review beginning October 15th, faculty will inform students of eligibility of enrollment in practicum (EPS 555) and internship (EPS 595). The student is responsible for identifying the practicum and internship site and completion of program paperwork establishing an agreement with selected external training site. A list of previous placements can be found in Appendix M. Students must provide prospective sites with the course syllabus and the program agreement form. The deadline for the submission of the required paperwork for practica is November 1st and the submission of the required paperwork for internship is March 30th. Site approval will be documented with all required signatures are secured on the agreement form.

VIII. Student Responsibilities

A. Ethical Practice.

In order to enhance identification as a developing school psychologist, the student will act in accordance with the professional ethical code of the National Association of School Psychologists [https://www.nasponline.org/standards-and-certification/professional-ethics](https://www.nasponline.org/standards-and-certification/professional-ethics). Likewise, as a representative of the University, the student has an obligation to perform at the highest level of functioning and professionalism at all times.

Upon entering a graduate program, acceptance of and adherence to an ethical and moral code is mandatory as a future societal role in leadership. It is important that students understand and maintain standards of intellectual honor that reflect well upon their conduct and the profession. Cheating and plagiarism, indeed any type of dishonorable conduct is morally degrading and ethically reprehensible. Moreover, such conduct seriously impedes true intellectual growth. In setting your goals and reviewing your conduct, there is a simple, clear standard. The sensible rule of thumb as always is to treat others and to deal with the property of others as carefully, thoughtfully, and considerately as you would
want to be treated.

- **Cheating.** Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and un-permitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating.

- **Plagiarism.** Materials, even ideas, borrowed from others necessitate full and complete acknowledgment. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials or, indeed, even the writing of fellow students. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Academic Integrity and Misconduct in Research.

- **University Property.** For most graduate students, their department and college will be an elemental focus of their life for several semesters, even years, as they complete their professional training. In a sense, the campus becomes a home away from home and understandably familiarity may breed carelessness regarding the use of state property, such as telephones, photocopiers, facsimile machines, mail services and university records or files. It is illegal to remove equipment from the campus for use at home or in the field without proper approval. Wrongful use of such materials can incur legal liabilities.

- **Research Subjects.** In your professional training, you may on occasion be involved in projects using human subjects, laboratory animals or hazardous materials. Sensitivity, compassion and the highest professional standards are imperative ethical requirements in dealing with all living creatures. All research involving humans, laboratory animals, or hazardous material is regulated by the university and subject to state and federal regulations. The committees most actively involved in these areas are: the Institutional Review Board for the Protection of Human Subjects, Institutional Animal Care and Use Committee, Institutional Biosafety Committee and Environmental Safety and Health/Radiation Committee.

- **Sexual Harassment.** SFA is committed to creating and maintaining an intellectual atmosphere in which students, faculty and staff may work productively and free from harassment, retaliation or intimidation. This is crucial for any learning environment. Sexual misconduct or harassment is not accepted or tolerated within the academic community. Sexual harassment is any unwanted sexual attention that makes another
person feel uncomfortable, threatened or disrupts the individual or the workplace. It encompasses many areas. It can be verbal innuendo, offensive, pejorative or derogatory comments, sexual jokes, remarks about clothing or bodily features, requests for sexual favors, and improper advances or physical contact. Unfortunately, sexual harassment can and does go further. Sexual harassment also can be non-verbal. Whistling, suggestive or provocative sounds, vulgar gestures, and use of offensive sexual images are unacceptable. Sexual harassment can be physical, ranging from unnecessary touching, pinching, holding or detaining to assault or coerced sexual activity. All types of harassment are degrading and contrary to the mission of the university. Graduate students, male and female, need to know and be sensitive to issues of sexual misconduct.

B. Logs

All students are required to carefully and regularly prepare a log of professional experiences.

1. Throughout the semester, candidates will log their activities within the Time2Trak System online at time2trak.com. Students are required to purchase registration for this online service. The log will document all practicum and internship experiences according to the specific activities found in live text. These logs will be submitted and reviewed each week by the field supervisor. Mid-point and end-point summaries will also be given to the University Supervisor. Copies must also be maintained in trainees’ portfolios for annual review and document of hours.

2. Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family; and competency in serving the best interests of students. The professor will develop a remediation plan for any student who fails to meet course criteria.

3. The candidate, field-based supervisor, and university-based supervisor perform evaluations according to the scoring guide on page 62. Supervisors will review all the rubric objectives as they apply to NASP Domains and completion of logging procedures provided in the syllabus.

4. A formative evaluation will be completed following the submission of each assessment (traditional and case study). This will entail a rubric analysis by the candidate, field-based supervisor, and university-based supervisor. An overall review of the candidate’s daily, weekly, and end-of-semester logs, assessments and case studies will be conducted in the final two weeks of the semester. The candidate’s grade will be based on the combination of all of the above activities.
C. Psychological Evaluation Procedures.

1. The student will use a wide variety of assessment instruments and procedures to evaluate:
   - Intellectual functioning
   - Academic skills
   - Psychomotor developmental patterns and skills
   - Social/emotional functioning
   - Direct observations of behavior
   - Behaviors
   - Adaptive behaviors
   - Developmental levels
   - Cultural and ethnic diversity

2. Components of traditional and functional assessments
   - preliminary interviews with teachers and support personnel involved in working with the student.
   - Documentation of outcome regarding consultations in the form of teacher and parent conferences.
   - Documentation of supervised individual and group social skills training in conjunction with counseling.
   - Documentation of follow-up and maintenance procedures subsequent to direct and indirect services to students (see Appendices K and L).
   - Participation in preparation of proposals for improving psychological services within the school district or agency.
   - Participation in programs addressing delivery of health activities and crises intervention procedures.
   - Supervised development pre-referral interventions strategies that emphasize curriculum-based assessment procedures (see Appendices K and L).
   - Administration of traditional intellectual and achievement testing.
   - Observations of student behavior to obtain reliability measures.
   - Data collection of student academic improvements relative to RIT procedures.
   - Initiation and sustenance of contact with the field and university supervisors.
   - Interactions entail oral and written descriptions of progress in general areas of the internship experience. This includes (but is not limited to) logs, special consultation issues, graphed outcomes of assessment and treatments, and professional or personal concerns related to the internship.

D. Reports

The student will be required to prepare and submit reports on assigned cases. The Field Supervisor and University Supervisor will critically evaluate practicum reports. The Field Supervisor will critically evaluate intern reports. The student is expected to achieve and maintain professional levels of writing quality and to develop a high level of integration and efficiency in report writing.

All written work and reports on assigned cases will be submitted to both the field and
university supervisors for evaluations. Students are to take feedback and incorporate it to improved report-writing quality and to increase efficiency.

E. Supervision

The student is expected to initiate contact with the Field Supervision and University Supervision as required or as needed. Contact involves communication (oral and written) of progress, forwarding expected products of performance such as logs, and conveying professional or personal concerns related to the practicum or internship.

F. Attendance

The student is expected to attend all class meetings as noted in the syllabus for the practicum and internship. Failure to do so is considered unprofessional and may affect the student’s successful completion of the practicum or internship.

Class Attendance Policy (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes.

G. Course Evaluations

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses. However, ongoing feedback and inquiries about practice may occur prior to the final course evaluation, which will allow faculty opportunity to address and possibly make corrections that might prove beneficial to the collective student body. Evaluation data is used for a variety of important purposes, including: 1). Course and program improvement, planning, and accreditation; 2). Instruction evaluation purposes; and 3). Making decisions on faculty tenure, promotion, and retention. The evaluation guidelines state, “As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

IV. Practicum and Intern Activities

Internship objectives are arranged into two levels. Level I objectives are primarily involved with assessment and management activities. Level II objectives are activities in the areas of consultation and intervention.

Interns are actively involved in developing and evaluating their own internships. With the help of site supervisors, interns negotiate a site specific plan that lists the kind and nature of the experiences they need to receive in order to meet specified objectives. The plan is negotiated when interns commence their internship and includes the basic objectives of the University, specific objectives of the site, and objectives of the intern based on personal interests. Work samples and a log of activities are maintained in a portfolio as part of the evaluation of interns.
Competencies (Level I)

1. **Screening.** Assist in screening students who possibly need more comprehensive assessment, using annual and continuous screening methods.

2. **Assessment.** Utilize instruments as necessary for a comprehensive assessment, (valid data base). Possible sources of data include objective instruments, systematic observation, interviews, record review, observation of overt-covert setting event and consequence, behavioral (social) deficiencies, and ecological observations including a data based assessment on the presenting problems.

3. **Reports and Plans of Action.** Formulate psychological and psychoeducational conclusion and recommendation consistent with assessment results and state federal guidelines in report.

4. **Diagnosis and Recommendations.** Formulate psychological and psychoeducational intervention strategies consistent with assessment data for children and youth in need of special services.

5. **Communicate Assessment Results.** Communicate assessment results and recommend intervention strategies to parents, school staff and others as appropriate, and meet with student support teams to communicate recommendations and formulate plans.

6. **Establish Goals.** Establish and communicate to school personnel short- and long-range goals for psychological services, including a written statement of annual objectives and scope of services.

7. **Keep Data.** Demonstrate time management skills using data on activities, and a goal accomplishment measures whenever possible.

8. **Ethics and Regulations.** Provide services consistent with ethical practices, local procedures, state regulations, and federal laws.

9. **Cultural Awareness.** Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.

**Internship Objectives and Competencies (Level II)**

1. **Consultation Growth and Development of All Students.** Provide psychological and psychoeducational consultation to parents, school and others to facilitate the growth and development of all students.

2. **Community Agencies.** Serve as a liaison between the school system and outside agencies to enhance services to students.
3. **In-service.** Assist in planning and conducting in-service training and/or educational programs for school staff and parents.

4. **Interventions.** Develop intervention strategies for individual children and/or groups of children who do not qualify for special services but who have learning, behavioral, adaptive, and/or social deficits, or special needs (as with some gifted children).

5. **Monitor/Evaluate.** Monitor and evaluate an intervention outcome using objective data on individual, group, and school intervention projects.

6. **Classroom Management.** Participate as a consultant to teachers on classroom management using one or more approaches to student discipline including management of individuals and groups.

7. **Classroom Organization.** Participate as a consultant to teachers on classroom organizational structure, including such things as: physical setting, cooperative goal structuring, use of peers, tutoring, accommodating and motivating students and use of aides and volunteers.

8. **Functional Life Skills.** Develop in-class/school programs (through consultation and/or workshops or formal training) for effective social skills development including functional life skills, self-management, adaptive behaviors and/or vocational skills.

9. **Parents.** Participate in designing and operating parent training programs and follow-up consultation, behavioral and life functional skills.

10. **Instruction.** Participate as a consultant and/or co-worker on the general improvement of instruction utilizing the systematic application of principles of learning to instruction. This might include consultations on teaching effectiveness, academic engagement time, direct instruction, study habits and cognitive and meta-cognitive strategies, especially as these aspects relate to the learning/teaching of basic skills.

11. **Research.** Participate in research which might include program evaluation or data collection in relation to intervention techniques which are based on current research.

The field supervisor and university supervisor in consultation with the student will determine a program of activities individually prescribed to meet the needs of the practicum or intern student.
X. Formal Evaluation

The Field-based Supervisor participates with the intern and University-based Supervisor in completing two assessments at the end of each semester in Practicum and Internship. Performance will be based on comprehensiveness of activities/services, on effectiveness in relating to clientele (school staff, students, parents, etc.), performing the general responsibilities of the role, and on professional conduct as a school psychologist. At the end of practicum and each semester of internship, the Field Supervisor will complete a written evaluation of the student's performance using the Professional Disposition Assessment and Evaluation of Services located in Livetext. Regular contact will be maintained between the University Supervisor and Field Supervisor in both practicum and internship no less than 3 contacts per semester and as often as required for resolution of trainees’ onsite training experience.

XI. Contracts: Practicum/Intern Contract, Field Supervisor Contract, School/Agency/Institution Site Contract

A Field Training and Evaluation Plan should be developed jointly with the University Supervisor and the trainee, using the students’ professional goals and self- and faculty-assessed strengths and areas in need of development as a guide. This customized plan that would also include all other required training experiences would be included in the Practicum or Internship Agreement which would be signed and dated by the student, University Supervisor, and Field Supervisor.
Appendix A

Semester _____________ Year ________________

APPROVAL OF ENROLLMENT IN 475 ___ AND 575 ___ (please check one)

DEPARTMENT OF HUMAN SERVICES

INSTRUCTIONS FOR STUDENTS REQUESTING APPROVAL OF THIS COURSE:

1. Before registration, ask the department chair to identify a supervising professor. Take this form to the recommended professor. If the professor agrees to supervise your work, the two of you complete the appropriate parts of this form. Secure his/her signature and that of the department chair.
2. Register for the appropriate section of 475 or 575 as designated by your department chair.
3. See your professor on the day that classes begin to schedule conference dates.
4. All assignments must be completed and submitted to your professor for evaluation prior to final exam week.

TO BE COMPLETED BY THE SUPERVISING PROFESSOR. Describe requirements, method, procedure, type of assignments, etc., to be made. (Use back of page if more space is needed)

Reason for requesting this course:

I approve the plan above and agree to supervise this study.

_________________________________________ Date
Signature of Supervising Professor

_________________________________________ Date
Department Chair Signature

TO BE COMPLETED BY THE STUDENT: I understand the course requirements and that I will receive a grade of “F” if my work is unsatisfactory or not completed on time. I also understand that it is my responsibility to arrange for regular conferences with my professor.

_________________________________________ ID Number Date
Student’s Signature

Supervising Professor’s Evaluation: This student has satisfactorily completed the course described above and has earned a grade of ___. His/her transcript should show the following title for the above course.

_________________________________________ Date
Signature of Supervising Professor

Appendix B

~ 43 ~
REQUEST TO CHANGE ADVISOR FORM

Student Name: ______________________________________________________

Student ID: _________________________________________________________

Degree Sought: MA   PhD   (circle one)

Current Advisor: _____________________________________________________

Change To: _________________________________________________________

__________________________________________ Date

Student Signature  Date

__________________________________________ Date

Advisor Signature (Current)  Date

__________________________________________ Date

Advisor Signature (New)  Date

__________________________________________ Date

Program Director  Date

Original document will be retained in student’s file.
Copies will be distributed to current and new advisors.

Appendix C

~ 44 ~
The graduate courses listed below are eligible for transfer to Stephen F. Austin State University. The student pursuing a master’s degree with thesis may transfer a maximum of six (6) semester hours; a student pursuing a master’s degree without thesis may transfer a maximum of twelve (12) semester hours. The courses listed on this form may not necessarily apply toward a degree.

To transfer this credit toward a graduate degree at Stephen F. Austin State University, the student must have the approval of the appropriate academic department and graduate dean.

Credit transfer from: ________________________________

<table>
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<tr>
<th>Eligible Courses:</th>
<th>Expiration Date:</th>
<th>Transfer as:</th>
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<tbody>
<tr>
<td>(Course number – Title- Credit hours)</td>
<td>(Semester completed + 6 yrs)</td>
<td>(Substitute for)</td>
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<tr>
<td>Ex: BIO 5415-Ichthyology-4</td>
<td>Ex: Fall 2012</td>
<td>Ex: BIO 523</td>
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Academic Advisor Date

Academic Chair Date

Academic Dean Date

Graduate Dean Date

Please return signed form to the Graduate School. 9-13-2012

~ 45 ~
Appendix D

Checklist for Annual Evaluations

Student Name: ____________________________

Date: ____________________________

Initial Year of Admission: ____________________________

Advisor: ____________________________

- Annual Reports Organized in notebook & submitted by deadline
- Updated Vitae in APA format
- Reference from assistantship placement supervisors
- Practicum/Internship Evaluations
- Onsite supervisor signed practicum/internship logs indicating direct and indirect hours
- Certificate of Insurance
- Academic Transcript for enrollment during the previous academic year and following Summer
- Verification of professional development activities (i.e. conference attendance, workshops, in services, brown bag)
- Scholarship/research (i.e. IRB applications; professional presentations, including copies of papers and PowerPoint distributed; Publications, copies of 1st page of published article or manuscript)
- Professional membership (e.g. NASP, APA, ABA)
- If applicable, all course evaluations including a narrative describing strengths and plan for improvement

All 2nd year students and beyond are expected to submit the documentation of the 1st 8 items noted above. These are required to receive a satisfactory rating with satisfactory evaluations.

All 1st year students must submit updated vitae in APA format.
Appendix E

Program Faculty Portfolio Scoring Directions

Student Name: ___________________________ Date: ______________ Year: ________

Scorer(s): ______________________________________________________________________

Scoring should be relative to what is expected of cohorts for the year of the submission.

Score of 1: check all that apply (Unsatisfactory)
___ Significant pieces missing from portfolio
___ Products demonstration mastery include information that is inaccurate
___ Student did not meet criteria for exposure and experience
___ Student did not demonstrate positive outcomes
Comments; State in specific terms what needs to be added, modified or improved:

Score of 2: (Improvement Needed)
___ Some pieces missing from portfolio
___ Information in portfolio to demonstrate mastery is confusing, not clear
___ Student needs some remediation for exposure and experience in area
___ Minimum demonstrate of positive outcomes
Comments; State in specific terms what needs to be added, modified or improved:

Score of 3: (Satisfactory)
___ Portfolio complete for artifacts and products for that year’s submission
___ Information presented shows mastery of skills
___ Student has had adequate exposure and experience in area
___ Student demonstrates acceptable level of positive impact
Comments; State in specific terms what would be needed to improve score to 4 or 5:

Score of 4: (Exemplary)
___ Portfolio meets criteria for 3 and shows products above and beyond what is required in area
___ Information presented shows above-average mastery of skill
___ Student exceeds criteria for exposure and experience in area
___ Student shows above-average positive impact/outcomes
Comments; State in specific terms what would be needed for a score of 5:

Score of 5: (Honors)
___ Products demonstrate superior application, specialty in this area
___ Information shows superior understanding of area
___ Student shows exemplary exposure and experience/specialty in this area
___ Student shows superior positive impact at individual, group and systems level in this area

Comments:
Appendix F

STEPHEN F. AUSTIN STATE UNIVERSITY
School Psychology Program
P. O. BOX 13019
NACOGDOCHES, TX 75962

And

__________ INDEPENDENT SCHOOL DISTRICT

Stephen F. Austin State University, hereinafter referred to as the University, and the __________ Independent School District, hereinafter referred to as the Agency, agree to establish an affiliation for the purpose of providing a practicum course for selected graduate students in School Psychology from the University.

The University and Agency agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives. As such, the practicum student may not log hours for providing services under the authority of a license they currently hold or for services provided under any title other than “LSSP Practicum Student” when operating within Texas.

2. There will be open channels of communication between the University and Agency relative to the field practicum through designated representatives.

3. The student will adhere to Agency working hours, dress codes, and procedures; however, beginning and ending dates for the field practicum courses will be determined by the University after consultation with the Agency.

4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days-notice in writing to the other party, however any students currently serving in a practicum with Agency shall be permitted to complete the current practicum unless withdrawal of the student is necessary due to unsatisfactory performance or unacceptable conduct. This agreement may further be temporarily suspended in the event no students participate in the practicum in a particular semester.

5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the Agency.

6. The number of qualified students assigned to the Agency will be determined by the Agency and program officials and shall in no instance exceed five (5) students.

7. The student will not be an employee of the University for any purpose pertaining to this practicum and will not be entitled to any benefits from the University based on this practicum. No University retirement benefits, social security benefits, group health or life insurance, vacation and sick leave, worker’s compensation and similar benefits available to University employees will accrue to the student. Agency will be responsible for compliance with all applicable laws, rules, and regulations involving, but not limited to, employment, labor, hours of work, working conditions, worker’s compensation, payment of wages and payment of taxes, as applicable and required by law.

8. This agreement is to continue in force each year unless either party submits a written request for termination or modification as described herein.

The University agrees to:

1. Assign a faculty member to serve as a practicum university-based supervisor. This representative will make appropriate visits to the Agency during the semester and will be responsible for points 2 and 3 below.
2. Select academically qualified students who shall be placed at the **Agency** subject to the approval of the **Agency**.
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the **Agency**, in accordance with FERPA and other state or federal laws, prior to the student’s placement.
4. Not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.
5. Because **Agency** retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the **Agency**.
6. Require each school psychology practicum student to complete a behavioral consultation case, conduct two psychoeducational assessments, and attend at least two IEP/ARD meetings. Students will also be required to present the consultation case and psychoeducational assessment reports to the university-based supervisor as part of the required activities during the respective practicum experience.
7. Require all practicum students to wear a conspicuous identification/badge indicating that they are LSSP Practicum Student and require all practicum students to identify themselves as a “School Psychology Practicum Student” during all school related activities or other appropriate title depending on state law or regulation.

The **Agency** agrees to:
1. Accept students for specific field practicum in the **Agency**, with the provision that the students may also participate in overall **Agency** programs and activities as appropriate.
2. Provide practicum students with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs.
3. Accept students without regard to race, color, religion, national origin, sex, age, disability, genetic information, citizenship, veteran status, sexual orientation, gender identity, or gender expression.
4. Provide appropriate instruction by a qualified **Agency** representative where required, hereafter known as the field supervisor, approved by the **University**.
5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the **Agency** insofar as they pertain to the activities of the students while participating in a practicum. Furthermore, written documentation of those regulations, policies, and procedures will be provided to the practicum student.
6. Inform the **University** of changes in **Agency** policy, accreditation, procedures, and staffing that affect field practica courses.
7. Notify the **University** of withdrawal when the placement fails to be in the best interest of the **Agency**, student, or **University**.
8. As per the Texas State Board of Examiners of Psychologist, documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary. **Agency** agrees to adhere to this and any other applicable law or regulation.
9. Include an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies.
Supervision time may be adjusted proportionately for less than a full-time week or schedule.

10. Provide an evaluation of each practicum student’s service delivery and professional dispositions twice each semester (i.e., once at midterm and once at the end of the semester) through an online platform (i.e., Field Experience Module) in LiveText.

10. Assist each LSSP practicum student in completing his/her behavior consultation case and his/her two psychoeducational assessments. Support each LSSP practicum student’s attendance at least two ARD/IEP meetings.

11. Require all practicum students to wear a conspicuous identification/badge indicating that they are LSSP Practicum Students and require all practicum students to identify themselves as a “LSSP Practicum Student” during all school related activities or other appropriate title depending on state law or regulation. **Agency** agrees that practicum students will wear this form of identification at all times while on the public school or clinic campus.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the ________ day of _____________________, 20____.

__________________________________  
Stephen F. Austin State University

__________________________________  
Agency

__________________________________  
Superintendent of Schools, _________ISD  
President

~ 50 ~
Appendix G

Stephen F. Austin State University
Department of Human Services
School Psychology Doctoral Program

Educational Psychology 555: Practicum
150 Hours Total; 60 Hours Direct Service

Internship Affiliation Agreement

Stephen F. Austin State University, hereinafter referred to as the University, and the ________________, hereinafter referred to as the Agency, for the period of _______________ through _______________,

Agree to establish an affiliation for the purpose of providing a practicum course for selected graduate students in School Psychology from the University.

As per the Texas State Board of Examiners of Psychologist, all documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. It is ideal if the field site supervisor is a licensed specialist in school psychology. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary. The practicum includes an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule. The Field Supervisor will evaluate the practicum student twice during the placement using forms provided by the School Psychology Program. These evaluations will be submitted to the University Supervisor through an online platform (i.e., Field Experience Module) in LiveText. The Field Supervisor will evaluate the practicum student twice during each semester using forms provided by the School Psychology Program. These evaluations will be submitted to the University Supervisor.

The Practicum placement is designed to familiarize students with the educational and service delivery system. Students will demonstrate skills and knowledge acquired during the course of the program. Specifically, students will engage in at least one behavioral consultation case in which the problem solving model is followed. The problem solving model includes the following steps: problem identification and problem validation, problem analysis (i.e., baseline data collection, ABC data, development of hypothesis), intervention development and implementation (i.e., designing the intervention and collecting intervention data), and intervention evaluation and follow up (i.e., evaluating intervention data and collecting social validity data). The first two steps of this model (i.e., problem identification and validation and problem analysis may include a functional behavior assessment (FBA). Additionally, the students will attend at least 2 ARD meetings. Students will also conduct two psychoeducational assessments. Additional activities may be included as part of this Practicum based on consideration of students’ academic background, work experiences, and ability.
Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in effective service delivery. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

The School/Agency site agrees to the following:

1. Accept students for specific field practicum in the Agency/School, with the provision that the students may also participate in overall Agency/School programs and activities as appropriate;
2. Provide students with opportunities to meet the required number of hours gaining experience in assessment, intervention, behavior management, and consultation for clients representing a range of ages, populations and needs;
3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
4. Provide appropriate instruction by a qualified Agency/School representative where required, hereafter known as the field supervisor, approved by the University;
5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in the internship;
6. Inform the University of changes in Agency/School policy, accreditation, procedures, and staffing that affect field practicum or internship courses;
7. Support withdrawal of the student when the placement fails to be in the best interest of the Agency/School, student, or University;
8. As per the Texas State Board of Examiners of Psychologist, all documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary;
9. The practicum includes an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.
10. The field-based supervisor, who is an appropriately credentialed employee, will provide mid-term and final evaluations of students’ performance;
11. Have an assigned site supervisor who monitors and approves trainee’s time commitment in service delivery each week by reviewing and signing student logs that document direct service and presence on site.

SFA School Psychology program agrees to:

1. Assign a faculty member to serve as a practicum university-based supervisor, who will maintain ongoing contact the Agency/School and assume responsibility for points 2 and
6 below; In the event that the Agency is located at distance exceeding 60 miles these visits may be conducted by phone [or Skype];

2. Select academically qualified students who shall be placed at the Agency/School subject to the approval of the Agency/School;

3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency/School, in accordance with FERPA and other state or federal laws, prior to the student’s placement;

4. Not discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;

5. Because Agency/School retain responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency/School;

6. Provide onsite supervisors with appropriate forms and procedures for trainees’ mid-term and final evaluations; trainees’ evaluation of placement site and trainees’ evaluation of each supervisor.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family–School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

It is understood that the practicum student will purchase their own professional liability insurance to cover the period of the practicum placement.

Should concerns arise regarding the practicum student’s competence or performance the University Supervisor must be notified immediately.

Name of Site: ____________________________

Address: ____________________________________

Street Address: ____________________________________

City, State, ZIP

Telephone #: ____________________________

Website Address: ____________________________
Name of Field Supervisor: _____________________________

Field Supervisor Credential(s): __________________________

ATTENTION ONSITE SUPERVISOR:

_______ Check if this site has an official agreement with Stephen F. Austin State University.

_______ Check if you have read the EPS 555 course syllabus.

_______ Check if you currently are employed with the site noted above.

_______ Check if you have had prior supervision experience.

_______ Check if you have had training in supervision.

_______ Check if you have secured documentation that the practicum student has secured professional liability insurance

LSSP Practicum Student/Date  ______________

Field Supervisor Signature/Date  ______________

Street Address  ______________

City, State, ZIP  ______________

Telephone number (home)  ______________

Cell phone number  ______________

Email address  ______________

University Supervisor/Date  ______________

(Course Instructor)  ______________

Program Director Signature/Date  ______________

Street Address  ______________

City, State, ZIP  ______________

Telephone number (home)  ______________

Cell phone number  ______________

Email address  ______________

Copies of this 4-page agreement with all required signatures shall be maintained by the practicum student, the on-site (field) supervisor, the university based supervisor, and the program administrative assistant. It is the responsibility of the practicum student to insure that signatures are secured and copies are distributed no later than the 2nd class period of the semester.
Appendix H

Impact on the Learner FBA/CBM EPS 555 & EPS 595

<table>
<thead>
<tr>
<th>Area</th>
<th>Failing 0</th>
<th>Minimal 1</th>
<th>Average 2</th>
<th>Proficient 3</th>
<th>Exceptional 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>Candidate does not include a hypothesis</td>
<td>Hypothesis is under developed; not well thought out</td>
<td>Hypothesis is plausible for the identified behavior but is not measurable</td>
<td>One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home</td>
<td>Hypotheses are generated through collaboration with teacher and/or parent and are measurable; include full explanation of how these are related to child factors, curriculum, peers, teachers, classroom, home, or other settings</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>No additional sources are included</td>
<td>Appropriate data are not collected to confirm or reject the hypothesis</td>
<td>One additional source is included and provides some evidence of selection of specific hypothesis; or may be weakly linked to identified problem behavior and hypotheses</td>
<td>There are multiple sources that converge for each proposed hypothesis Appropriate data (in addition to baseline data) include one or more of the following: record review, interview, observation, testing, and self report</td>
<td>There are multiple sources that converge for each proposed hypothesis Appropriate data include multiple sources such as the following: record review, interview, observation, testing, and self report; data are linked to the hypothesis and provide evidence of social validity of selected behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Considerations</strong></td>
<td>Hypothesis does not include consideration of cultural or linguistic differences</td>
<td>Hypotheses do not reflect a minimal awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)</td>
<td>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</td>
<td>Hypotheses reflect some awareness of issues related to diversity and how these may or may not be of concern for procedures (e.g., physical, social, linguistic, cultural)</td>
<td>Hypotheses reflect high level of awareness and responsiveness to diversity and how these may or may not be of concern for procedures and potential adjustments that may be needed</td>
<td></td>
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<tr>
<td><strong>Average for Problem</strong></td>
<td></td>
<td></td>
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~ 55 ~
<table>
<thead>
<tr>
<th>Analysis</th>
<th>Intervention Goal Statement</th>
<th>Intervention is vague and not well thought out</th>
<th>Intervention is weakly linked to observable, measurable goal statement(s); statements may not use correct terminology or may not include operationalized terms</th>
<th>Intervention is linked to observable, measurable goal statement(s) but may not be as specific as needed for fine measurement or may not include well written operationalized terminology</th>
<th>Intervention is linked to finely specified observable, measurable goal statement(s) using correct terminology</th>
<th>Intervention is linked to finely specified observable, measurable goal statement(s) using correct terminology; well thought out and precise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Selection based on data</td>
<td>Intervention selection is not based on data from problem analysis and hypothesis testing</td>
<td>Intervention selection is based on data from problem analysis and hypothesis testing but may be inaccurately interpreted or written in less than accurate terminology</td>
<td>Intervention selection is based on data from problem analysis and hypothesis testing and may not be written using correct terminology</td>
<td>Intervention selection is based on data from problem analysis and hypothesis testing</td>
<td>Intervention selection is based on data from problem analysis and hypothesis testing; candidate uses well thought out strategies and includes this in their description of the intervention selection process</td>
<td></td>
</tr>
<tr>
<td>Intervention Evidence or Research Based</td>
<td>Does not include evidence-based or research evidence for the selection of specific intervention</td>
<td>Intervention(s) is not sufficiently evidence-based (e.g., research literature, functional analysis, single-case design analysis) or may include literature or evidence that is not related to specific intervention</td>
<td>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single-case design analysis, and includes a single source of research or evidence to support the intervention; candidate does not explain or elaborate on the lack of additional evidence to support intervention</td>
<td>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single-case design analysis, and includes two sources of evidence; may address the lack of additional evidence within the paper and the processes used in the search for additional sources</td>
<td>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single-case design analysis, and includes a minimum of three sources of evidence)</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Collaboration</td>
<td>Needs</td>
<td>Intervention(s) is developed collaboratively with parents OR teachers; evidence of collaboration is included in final paper</td>
<td>Intervention is developed with careful collaboration with parents and or teachers; evidence of collaboration is included; feedback from parents or teachers is included in the final paper or candidate includes elaboration about the collaboration process</td>
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<tr>
<td><strong>Intervention</strong></td>
<td><strong>Reflects individual differences, resources</strong></td>
<td>Needs</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Some mention of acceptability but no evidence of verification</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>No mention of individual differences, resources, classroom practices or other system issues</td>
<td>Needs</td>
<td>Intervention(s) reflects sensitivity to individual, classroom practices, and one other system issue.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Needs</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Some mention of acceptability but no evidence of verification</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td></td>
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<tr>
<td><strong>Intervention</strong></td>
<td><strong>Logistics</strong></td>
<td>Needs</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan; indication how these were considered and the potential impact on intervention</td>
<td></td>
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<tr>
<td></td>
<td>No indication of logistics of setting or other concerns</td>
<td>Needs</td>
<td>Logistics of setting, time, and either resources OR personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan; indication how these were considered and the potential impact on intervention</td>
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<tr>
<td></td>
<td></td>
<td>Needs</td>
<td>Logistics of setting, time, and either resources OR personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan; indication how these were considered and the potential impact on intervention</td>
<td></td>
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</tr>
<tr>
<td><strong>Intervention</strong></td>
<td><strong>Consideration of unintended outcomes</strong></td>
<td>Needs</td>
<td>Intervention selection considers unintended outcomes or limitations</td>
<td>Intervention selection considers unintended outcomes or limitations; candidate elaborates on how these unintended outcomes should be addressed or provides well explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No mention of unintended outcomes or limitations</td>
<td>Needs</td>
<td>Intervention selection considers unintended outcomes or limitations</td>
<td>Intervention selection considers unintended outcomes or limitations; candidate elaborates on how these unintended outcomes should be addressed or provides well explained</td>
<td></td>
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</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Data are incomplete or do not provide evidence that intervention was implemented as designed</td>
<td>Intervention is monitored but may lack consistency in monitoring or in implementation and additional data are needed to ensure that it is implemented as designed</td>
<td>Intervention is monitored and data are provided to ensure that intervention is implemented but may not be implemented specifically as designed; candidate does not include explanation of any missing data</td>
<td>Intervention is monitored and data are provided to ensure that it is implemented as designed</td>
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<table>
<thead>
<tr>
<th><strong>Average for Intervention</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Charting includes trend lines and or goal lines</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No charting included in final paper</td>
<td>Progress monitoring data are not demonstrated on a chart</td>
<td>Progress monitoring data are demonstrated on a chart but interpretation may be inaccurate or lack sufficient explanation</td>
<td>Charting includes student performance trend lines, and/or goal lines</td>
</tr>
</tbody>
</table>

| **Evaluation** | Candidate does not provide interpretation of data to indicate effectiveness | Progress monitoring data indicate that intervention(s) was not effective when compared to baseline data | Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources OR settings or may include data from other sources OR from other settings or mention only one of these in final paper | Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings |

| **Evaluation** | Data are not used to inform further | Data are used to inform further | Response to intervention data are used to inform | Response to intervention data are used to inform |

| **Evaluation** | Data are used in decision | Data are not used to inform further | Data are used to inform further | Response to intervention data are used to inform |

| suggestions to alleviate limitations | | | | |

~ 58 ~
| Making | How data will be used in future to make decisions | Problem solving and decision making; candidate may mention that the data could be used but does not explain how; does not provide evidence that data will be used to inform decision makers | Problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention); candidate may provide information but may lack specificity and may lack evidence of how these data informed decisions | Problem solving and decision making. Single-case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment); Candidate includes evidence of how the data were used to inform decision makers and next steps taken or suggested |

| Evaluation | Strategies for generalization or transfer | Strategies are briefly mentioned OR may be strategies that are inappropriate for behavior or developmental level, setting, or resources | Strategies are mentioned and area appropriate for developmental level and specific behavior; Candidate does not explain strategies |

| Evaluation | Impact on future interventions | Candidate does not address the evaluation and modifications of interventions | Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel |

| Evaluation | Follow-up strategies | Suggestions for follow-up are not developed | Suggestions for follow-up are developed (e.g., continued progress monitoring, transition) |

| Evaluation | | | Strategies for follow-up are developed and implementation is planned; evidence of future implementation provided |

| Evaluation | | | Evidence is provided to indicate that strategies for follow-up were developed and implemented |
| Average for Evaluation | transition needs; may not consider future monitoring | planning) |  |
|------------------------|----------------------------------------------------|-------------|
| Writing and Formatting | Writing and/or formatting interfere with understanding content. | Writing style is fair and grammatical errors or spelling errors are evident. | Writing style is good but errors are present or minor organizational problem. | Writing is well organized appropriate with one or two errors in grammar or spelling. | Assignment submitted has no spelling, punctuation, or grammatical errors and is professionally formatted. |

~ 60 ~
## Appendix I

### Planning Assignment Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Failing</th>
<th>Minimal</th>
<th>Average</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of Literature</strong></td>
<td>No literature review provided.</td>
<td>Less than three studies presented or three studies presented are not related to intervention.</td>
<td>Three studies provided but one or two not related to intervention.</td>
<td>Three studies provided are related to intervention but not enough detail.</td>
<td>Three or more studies are referenced and discussed in sufficient detail to justify chosen intervention.</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>None of the three requirements of operational definition provided.</td>
<td>Only one of three components provided and correct.</td>
<td>Only two of three components provided and correct.</td>
<td>All three components provided but has issues with clarity.</td>
<td>Definition of behavior is: (a)objective-observable and measureable (b) clear-understood by others, and (c) complete-details both examples and non-examples</td>
</tr>
<tr>
<td><strong>Baseline data</strong></td>
<td>No baseline data provided.</td>
<td>Baseline data provided but not presented in manner such that decisions can be made.</td>
<td>Baseline data presented but insufficient to make decisions.</td>
<td>Data collected but lacking stability and/or predictability.</td>
<td>Data collected prior to intervention contains sufficient data to demonstrate stability and/or predictable trend</td>
</tr>
<tr>
<td><strong>Problem Validation</strong></td>
<td>Problem validation not reported.</td>
<td>Target behavior presented but no comparison provided.</td>
<td>Target behavior presented but discrepancy not proven.</td>
<td>Target behavior proven discrepant compared to only state or typical peers.</td>
<td>Target behavior is proven quantifiably discrepant thru comparison to state requirements and typical peers</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>Problem analysis not reported.</td>
<td>Reported but assessments selected and variables identified are inappropriate.</td>
<td>Reported and correct assessments selected but incorrect variables identified.</td>
<td>Reported and correct assessments selected and most, but not all, relevant variables identified.</td>
<td>Selects and examines appropriate assessments to determine relevant variables affecting student behavior.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Behavioral or instructional objective is not provided or uses none of TEA requirements.</td>
<td>Objective provided but correctly uses only one or two TEA requirements.</td>
<td>Objective provided but correctly uses only three TEA requirements.</td>
<td>Objective provided and correctly uses all four TEA requirements but is not sufficiently appropriate for problem stated.</td>
<td>Objective uses all four components of an objective as stated by the Texas Education Agency and is appropriate for the problem stated.</td>
</tr>
<tr>
<td><strong>Intervention Plan</strong></td>
<td>None of the five required parts of intervention plan provided.</td>
<td>Plan provided but lacks two or more components.</td>
<td>Plan provided but at least one component not provided.</td>
<td>Plan states all five requirements but lacks clarity.</td>
<td>Plan clearly states (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td><strong>Writing and Formatting</strong></td>
<td>Writing and/or formatting interfere with understanding content.</td>
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<td>Writing style is good but errors are present or minor organizational problem.</td>
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</table>
## Appendix J

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<thead>
<tr>
<th>NASP Domains</th>
<th>0 Remediation or Additional Knowledge Required</th>
<th>1 Candidate Displays Basic Skills or Knowledge</th>
<th>2 Candidate Displays Sufficient Skills or Knowledge</th>
<th>3 Candidate Meets Expectation in Both Knowledge AND Skills</th>
<th>4 Candidate Demonstrates Exemplary Knowledge AND Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1</strong></td>
<td><strong>Data-Based Decision Making and Accountability Evidence of Knowledge</strong></td>
<td>Candidate’s reports, assessment strategies, and interventions provide minimal evidence of knowledge of varied models of assessment that identify strengths and needs and requires direct instruction for most areas through intense supervision for knowledge acquisition</td>
<td>Candidate’s reports, assessment strategies, and interventions provide minimal evidence of knowledge of varied models of assessment that identify strengths and needs and requires additional supervision for knowledge acquisition</td>
<td>Candidate’s reports, assessment strategies, and interventions provide evidence of knowledge of most models of assessment that identify strengths and needs and may require some additional supervision for knowledge acquisition in one area</td>
<td>Candidate’s reports, assessment strategies, and interventions provide strong evidence of knowledge of varied models of assessment that identify strengths and needs</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 1</strong></td>
<td><strong>Application of Data-Based Decision Making</strong></td>
<td>Candidate continues to require constant direct support and supervision or guidance in most aspects of assessment, data collection, data interpretation, identifying strengths and needs, and</td>
<td>Candidate continues to require support and supervision or guidance in most aspects of assessment, data collection, data interpretation, identifying strengths</td>
<td>Candidate requires minimal supervision or guidance in assessment selection, data collection, or interpretation of results</td>
<td>Candidate may require some supervision or guidance as needed but generally can determine appropriate instruments and methods independently and provides well-thought out interpretation</td>
<td></td>
</tr>
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<td></td>
<td>providing appropriate evidence based interventions and needs, and providing appropriate evidence based interventions</td>
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<td>s based on data</td>
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<tr>
<td>Domain 1 Monitoring Plan Development Evidence of Knowledge</td>
<td>No evidence of monitoring plan is provided or monitoring plan is developmentally inaccurate or does not provide evidence of candidate’s ability to plan for follow-up monitoring</td>
<td>Includes minimal systematic and follow-up observations or additional collection of data or provides minimal or vague documentation through either data charts, observational notes, or informal classroom assessment data</td>
<td>Includes systematic and follow-up observations or additional collection of data that are documented through either data charts, observational notes, or informal classroom assessment data</td>
<td>Includes systematic and detailed follow-up observations or additional collection of data that are well-documented through data charts, observational notes, or informal classroom assessment data</td>
<td>Monitoring Plan includes thorough systematic detailed follow-up observations or additional collection of data that are well-documented through data charts, observational notes, or informal classroom assessment data, additional strategies, collaboration, or interventions based on data monitoring may be noted</td>
<td></td>
</tr>
<tr>
<td>Domain 1 Application of Monitoring Plan</td>
<td>Candidate requires direct instruction and continuous guidance in</td>
<td>Candidate requires consistent supervision and</td>
<td>Candidate requires some supervision or guidance in order to</td>
<td>Candidate requires little supervision or guidance in development</td>
<td>Candidate independently develops monitoring plan and</td>
<td></td>
</tr>
</tbody>
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~ 63 ~
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<tr>
<td>the design and development of the monitoring plan.</td>
<td>guidance to design and develop the monitoring plan.</td>
<td>develop the monitoring plan.</td>
<td>verifies with supervisor, teacher(s), and/or parent(s).</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Domain 2 Consultation and Collaboration Evidence of Knowledge</td>
<td>No evidence exists that the candidate understands how to collaborate with parents or school personnel in the development of interventions or in the data collection process</td>
<td>Assessment reports and behavioral reports provide minimal evidence of consultation with teachers and/or parents for specific students; parents and teachers are seldom involved in decision making process</td>
<td>Assessment reports and behavioral reports provide inconsistent evidence of consultation with teachers and/or parents for specific students; evidence exists that parents and teachers are inconsistently involved in decision making process</td>
<td>Assessment reports and behavioral reports provide evidence of consultation with teachers and/or parents for specific students; evidence exists that parents and teachers are regularly involved in decision making process</td>
<td>Assessment reports and behavioral reports provide strong evidence of consultation with teachers and/or parents for specific students; evidence exists that parents and teachers are regularly involved in decision making process</td>
<td></td>
</tr>
<tr>
<td>Domain 2 Application of Collaboration Process</td>
<td>Candidate requires instruction; supervision is needed for knowledge acquisition</td>
<td>Candidate requires consistent supervision or guidance in the collaboration process with teachers and/or parents</td>
<td>Candidate requires some supervision or guidance in the collaboration process with teachers and/or parents</td>
<td>Candidate may require minimal supervision or guidance in the collaboration process with teachers and/or parents</td>
<td>Candidate independently seeks consultation with other stakeholders with little supervision needed</td>
<td></td>
</tr>
<tr>
<td>Domain 3 Evidence of</td>
<td>Assessment reports, case</td>
<td>Assessment reports, case</td>
<td>Assessment reports, case</td>
<td>Assessment reports, case</td>
<td>Assessment reports, case</td>
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<tr>
<td><strong>Domain 3</strong></td>
<td><strong>Application of Interventions and Instructional Support to Develop Academic Skills</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>0 Remediation or Additional Knowledge Required</strong></td>
<td>Candidate requires consistent supervision and guidance to match academic needs to effective support</td>
<td></td>
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</tr>
<tr>
<td><strong>1 Candidate Displays Basic Skills or Knowledge</strong></td>
<td>Candidate requires supervision and guidance in providing support to foster academic development of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>2 Candidate Displays Sufficient Skills or Knowledge</strong></td>
<td>Candidate may require some supervision and guidance in providing support to foster academic development of students</td>
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</tr>
<tr>
<td><strong>3 Candidate Meets Expectation in Both Knowledge AND Skills</strong></td>
<td>Candidate requires minimal supervision and guidance in providing support to foster academic development of students</td>
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<tr>
<td><strong>4 Candidate Demonstrates Exemplary Knowledge AND Skills</strong></td>
<td>Candidate verifies with supervisor for needed guidance in providing support to foster academic development of students</td>
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</tr>
</tbody>
</table>

**Knowledge of Interventions and Instructional Support to Develop Academic Skills**

Notes, consultation notes, observations, and other data indicate that candidate lacks knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.

Notes, consultation notes, observations, and other data inconsistently indicate that candidate has knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.

Notes, consultation notes, observations, and other data indicate that candidate has knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.

Notes, consultation notes, observations, and other data indicate that candidate consistently exhibits knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.

Notes, consultation notes, observations, and other data indicate that candidate consistently exhibits knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.

Notes, consultation notes, observations, and other data indicate that candidate lacks knowledge of human learning processes, assessment techniques, and evidence based or research based interventions for instructional support and development of academic skills.
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<th><strong>4</strong> Candidate Demonstrates Exemplary Knowledge AND Skills</th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 4 Intervention s and Mental Health Services to Develop Social and Life Skills Evidence of Knowledge</td>
<td>Assessment reports, case notes, consultation notes, observations, and other data indicate that candidate lacks knowledge of social development, mental health processes, AND emotional wellness, lacks knowledge in assessment techniques to identify strengths and needs, and lacks knowledge in evidence based or research based interventions for the development of mental and social wellness</td>
<td>Assessment reports, case notes, consultation notes, observations, and other data indicate that candidate lacks knowledge of social development, mental health processes, emotional wellness, OR assessment techniques to identify strengths and needs, and evidence based or research based intervention s for the development of mental and social wellness</td>
<td>Assessment reports, case notes, consultation notes, observations, and other data indicate that candidate inconsistently exhibits knowledge of social development, mental health processes, emotional wellness, assessment techniques to identify strengths and needs, and evidence based or research based interventions for the development of mental and social wellness</td>
<td>Assessment reports, case notes, consultation notes, observations, and other data indicate that candidate consistently exhibits knowledge of social development, mental health processes, emotional wellness, assessment techniques to identify strengths and needs, and evidence based or research based interventions for the development of mental and social wellness for most cases</td>
<td>Assessment reports, case notes, consultation notes, observations, and other data indicate that candidate consistently exhibits depth of knowledge of social development, mental health processes, emotional wellness, assessment techniques to identify strengths and needs, and evidence based or research based interventions for the development of mental and social wellness</td>
<td><strong>~ 66 ~</strong></td>
</tr>
<tr>
<td>Domain 4 Application of intervention skills for Mental</td>
<td>Candidate requires continuous supervision in selection of appropriate</td>
<td>Candidate requires consistent supervision in selection of appropriate assessment</td>
<td>Candidate requires supervision in selection of appropriate assessment</td>
<td>Candidate requires some supervision in selection of appropriate assessment</td>
<td>Candidate requires little supervision in selection of appropriate assessment</td>
<td></td>
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<tr>
<td>Health Services to Develop Social and Life Skills</td>
<td>assessment techniques and identification of needs and in the intervention process</td>
<td>appropriate assessment techniques and identification of needs and in the intervention process</td>
<td>techniques and identification of needs and in the intervention process</td>
<td>techniques and identification of needs and in the intervention process</td>
<td>techniques and identification of needs minimal or no supervision to apply intervention process</td>
<td></td>
</tr>
<tr>
<td>Domain 5 School-wide Practices to Promote Learning</td>
<td>Candidate demonstrates little understanding of system level operations, interventions, and school-wide behavioral and academic programs such as RTI and PBS and requires direct instruction for knowledge acquisition</td>
<td>Candidate has emerging understanding of system level operations, interventions, and school-wide behavioral and academic programs such as RTI and PBS; may require additional supervision for knowledge acquisition in some areas</td>
<td>Candidate inconsistently demonstrates understanding of system level operations, interventions, and school-wide behavioral and academic programs such as RTI and PBS may require additional supervision for knowledge acquisition in one area</td>
<td>Candidate consistently demonstrates understanding of system level operations, interventions, and school-wide behavioral and academic programs such as RTI and PBS and generally requires minimal supervision for additional knowledge acquisition</td>
<td>Candidate consistently demonstrates understanding of system level operations, interventions, and school-wide behavioral and academic programs such as RTI and PBS</td>
<td></td>
</tr>
<tr>
<td>Domain 5 Application of School-wide Practices to Promote Learning</td>
<td>Candidate requires consistent supervision to participate in system level practices and requires</td>
<td>Candidate requires supervision and guidance to effectively participate in system</td>
<td>Candidate inconsistently participates in system level practices and may need additional guidance to</td>
<td>Candidate effectively participates in system level practices and provides research based</td>
<td>Candidate effectively participates in system level practices and consistently provides research</td>
<td></td>
</tr>
<tr>
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<td>continuous guidance to provide research based supports and interventions</td>
<td>level practices and requires guidance in order to provide research based supports and interventions</td>
<td>provide research based supports and interventions</td>
<td>supports and interventions, requires minimal supervision or guidance to participate</td>
<td>based supports and interventions; can select appropriate interventions</td>
<td></td>
</tr>
<tr>
<td>Domain 6 Prevention and Responsive Services Knowledge of Prevention</td>
<td>Candidate lacks knowledge of prevention strategies and services; no evidence of understanding in discussions, observations, or practice</td>
<td>Candidate understands models and plans for campus level, OR group level, OR individual level of prevention does not understand strategies for intervention; little evidence of understanding in discussions, observations, or practice</td>
<td>Candidate understands models and plans for campus level, OR group level, OR individual level of prevention but may not understand strategies for interventions; some evidence of understanding in discussions, observations, or practice</td>
<td>Candidate understands models and plans for campus level, OR group level, OR group level, and individual level of prevention but may not understand strategies for interventions; some evidence of understanding in discussions, observations, or practice</td>
<td>Candidate understands models, plans, and strategies for campus level, group level, and individual level of prevention and provides ample evidence of understanding in discussions, observations, or practice</td>
<td></td>
</tr>
<tr>
<td>Domain 6 Prevention and Responsive Services Knowledge</td>
<td>Candidate lacks knowledge of responsive intervention strategies and</td>
<td>Candidate understands models and plans for campus level, OR</td>
<td>Candidate understands models and plans for campus level, OR group</td>
<td>Candidate understands models and plans for campus level, OR group</td>
<td>Candidate understands models and plans for campus level, OR group</td>
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</tbody>
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<thead>
<tr>
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<tbody>
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<td>of Responsive Services</td>
<td>services; no evidence of understanding in discussions, observations, or practice</td>
<td>group level, OR individual level of responsive services; little evidence of understanding in discussions, observations, or practice</td>
<td>level, OR individual level of responsive services; some evidence of understanding in discussions, observations, or practice</td>
<td>level, OR individual level of responsive services; evidence of understanding in discussions, observations, or practice</td>
<td>level, OR individual level of responsive services; ample evidence of understanding in discussions, observations, or practice</td>
<td></td>
</tr>
<tr>
<td>Domain 6 Application of Responsive Services</td>
<td>Candidate requires specific instruction to implement or practice crisis intervention strategies</td>
<td>Candidate requires consistent supervision and guidance to implement or practice responsive intervention strategies</td>
<td>Candidate requires moderate supervision and guidance to implement or practice responsive intervention strategies</td>
<td>Candidate requires minimal supervision and guidance to implement or practice responsive intervention strategies</td>
<td>Candidate verifies responsive services strategies or practice with supervisor but can implement with little supervision</td>
<td></td>
</tr>
<tr>
<td>Domain 7 Family-School Collaboration Services</td>
<td>Candidate has no knowledge of effective collaboration methods; does not demonstrate an understanding of family systems; supervisor required for knowledge acquisition of family systems and</td>
<td>Candidate has little knowledge of family systems and collaboration methods; continuous supervision is required to promote knowledge acquisition</td>
<td>Candidate has some knowledge of family systems and collaboration methods; supervision is required to promote knowledge acquisition</td>
<td>Candidate has knowledge of family systems and collaboration methods; minimal supervision may be required</td>
<td>Candidate has thorough knowledge of family systems and collaboration methods; verifies with supervisor as needed</td>
<td></td>
</tr>
</tbody>
</table>

~ 69 ~
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<tr>
<td>Domain 7 Implementation of Collaboration Methods and Interventions with Families and Family-School Partnerships</td>
<td>Candidate does not demonstrate knowledge of implementation of interventions and does not incorporate family systems and collaboration methods in recommendations; candidate relies on supervision for continuous guidance in implementation</td>
<td>Candidate demonstrates inconsistent understanding of family-school collaboration and partnerships and their impact on the learner through assessment recommendations and interventions and other forms of data; candidate requires minimal supervision during implementation of collaboration techniques and applications</td>
<td>Candidate demonstrates understanding of family-school collaboration and partnerships and their impact on the learner through assessment recommendations and interventions and other forms of data; candidate requires supervision during implementation of collaboration techniques and applications</td>
<td>Candidate demonstrates strength in family-school collaboration and partnerships and their impact on the learner through assessment recommendations and interventions and other forms of data; candidate verifies collaboration techniques and applications with supervisor as needed</td>
<td>collaboration methods</td>
<td></td>
</tr>
<tr>
<td>Domain 8 Diversity in Development and Learning</td>
<td>No evidence of considerations for developmental, cultural, or linguistic concerns in assessment reports, behavioral</td>
<td>Assessment reports, behavioral reports, consultation with teachers for specific students, and parent</td>
<td>Assessment reports, behavioral reports, consultation with teachers for specific students, and parent consultation</td>
<td>Assessment reports, behavioral reports, consultation with teachers for specific students, and parent consultation</td>
<td>Assessment reports, behavioral reports, consultation with teachers for specific students, and parent consultation</td>
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<tr>
<td>Domain 9 Research and Program Evaluation</td>
<td>reports, consultation with teachers for specific students, and parent consultation notes</td>
<td>consultation notes, provide minimal or little evidence of consideration for developmental levels and/or cultural and linguistic family background but may not be related to a specific intervention plan</td>
<td>notes, provide evidence of consideration for developmenta l levels and/or cultural and linguistic family background but may not be related to a specific intervention plan</td>
<td>notes, provide evidence of consideration for developmenta l levels and/or cultural and linguistic family background but may not be related to a specific intervention plan</td>
<td>notes, provide strong evidence of consideration for developmenta l levels and cultural and linguistic family background as related to identified interventions for learning or behavior</td>
<td></td>
</tr>
<tr>
<td>Domain 9 Research and Program Evaluation</td>
<td>Candidate demonstrates minimal understanding of research and statistics for applied research and problem solving</td>
<td>Candidate has very basic knowledge of research methods AND statistics for applied research and problem solving</td>
<td>Candidate has very basic knowledge of research methods OR statistics for applied research and problem solving</td>
<td>Candidate has adequate knowledge of research methods and statistics for applied research and problem solving</td>
<td>Candidate has knowledge of research methods and statistics for applied research and problem solving</td>
<td></td>
</tr>
<tr>
<td>Domain 9 Research and Program Evaluation</td>
<td>Evaluation of Research and Translation</td>
<td>Candidate does not demonstrate knowledge of how to evaluate research</td>
<td>Candidate has minimal knowledge of how to evaluate research</td>
<td>Candidate has adequate knowledge of how to evaluate research</td>
<td>Candidate has adequate knowledge of how to evaluate and translate research into applied practice for</td>
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</table>

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<table>
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<tbody>
<tr>
<td>Domain 9 Application of Research and Program Evaluation</td>
<td>Candidate requires supervision for knowledge acquisition</td>
<td>Candidate requires consistent supervision for translating research to applied practice</td>
<td>Candidate requires supervision for translating research to applied practice</td>
<td>Candidate requires minimal supervision for translating research to applied practice</td>
<td>Candidate verifies with supervisor as needed for guidance in translating research to applied practice</td>
<td></td>
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<tr>
<td>Domain 9 Program Evaluation Evidence of Knowledge</td>
<td>Candidate requires direct instruction and supervision for knowledge acquisition to understand program evaluation</td>
<td>Candidate requires consistent supervision and guidance for knowledge of program evaluation</td>
<td>Candidate requires some supervision to learn certain aspects of program evaluation; may participate in problem identification of programs</td>
<td>Candidate requires minimal supervision and guidance in understanding program evaluation; candidate can identify program evaluation methods and provides evidence of understanding through discussions and participation in problem-solving</td>
<td>Candidate verifies as needed for guidance in general understanding of program evaluation; candidate can identify program evaluation methods and provides evidence of understanding through problem-solving strategies and discussions</td>
<td></td>
</tr>
<tr>
<td>Domain 9 Application of Program Evaluation</td>
<td>Candidate lacks application strategies and</td>
<td>Candidate has limited skill in application</td>
<td>Candidate has some skills in program evaluation but</td>
<td>Candidate requires limited supervision to</td>
<td>Candidate verifies with supervisor to determine</td>
<td></td>
</tr>
<tr>
<td>NASP Domains</td>
<td>0 Remediation or Additional Knowledge Required</td>
<td>1 Candidate Displays Basic Skills or Knowledge</td>
<td>2 Candidate Displays Sufficient Skills or Knowledge</td>
<td>3 Candidate Meets Expectation in Both Knowledge AND Skills</td>
<td>4 Candidate Demonstrates Exemplary Knowledge AND Skills</td>
<td>Score</td>
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<tr>
<td>Domain 10 Evidence of Knowledge of Legal, Ethical, and Professional Practice</td>
<td>requires direct instruction, supervision, and guidance in evaluating programs and identifying problems</td>
<td>requires direct instruction, supervision, and guidance in understanding ethical issues and identifying problems</td>
<td>requires supervision to complete evaluation or to interpret findings</td>
<td>complete a program evaluation and is able to identify program needs</td>
<td>accuracy of findings of program evaluation; requires limited or no supervision in the process of conducting and analyzing the program for strengths and needs</td>
<td></td>
</tr>
<tr>
<td>NASP Domains</td>
<td>0 Remediation or Additional Knowledge Required</td>
<td>1 Candidate Displays Basic Skills or Knowledge</td>
<td>2 Candidate Displays Sufficient Skills or Knowledge</td>
<td>3 Candidate Meets Expectation in Both Knowledge AND Skills</td>
<td>4 Candidate Demonstrates Exemplary Knowledge AND Skills</td>
<td>Score</td>
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<td></td>
<td>and solutions</td>
<td>solutions</td>
<td>for complex ethical or legal cases</td>
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Appendix K

POLICY STATEMENT ON IMPAIRMENT,
INCOMPETENCE, AND ETHICAL MISCONDUCT

I have read and fully comprehend the student dismissal policy.

Signature of Student: ___________________________ Date: __________________

Please photocopy this entire document for your files and return the signed original.

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing impairment, incompetence, and/or ethical violations that occur in the course of graduate education in School Psychology.

Introduction

As described in the Graduate Student Handbook(s), the overarching goal of the School Psychology programs is to prepare professionals in the practitioner-scientist model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, appropriate professional attitudes and behavior, and academic integrity. Specific goals and expected competencies cover the following five areas:

1. Knowledge of the practice and science of Psychology and School Psychology as a profession;
2. Integration of practice and research;
3. Commitment to an ongoing contribution to the profession of School Psychology;
4. Respect for and compliance with legal/ethical guidelines, as well as all program, departmental, and university policies, procedures and deadlines;

It is the student’s responsibility to maintain appropriate communication with the program and department, including required participation on email listserves and the School Psychology D2L site. Other forms of communication, such as mailboxes, bulletin boards, student representatives, and faculty advisors should be consulted regularly.
Students are expected to be familiar with their respective program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy, in conjunction with the Graduate Student Handbook(s), describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

**Definitions**

**Impairment** is defined as an interference in professional functioning that reflects a decline from previously adequate functioning, given the student’s developmental level in training. Impairment may manifest in one or more of the following ways:

1. Difficulty in or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
2. Difficulty in acquiring professional skills and reaching an accepted level of competency;
3. Difficulty in controlling personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

While it is a professional judgment as to when a student’s behavior becomes impaired rather than problematic, a problem refers to a trainee’s behaviors, attitudes, or characteristics which, while of concern and perhaps requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the student is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The student’s behavior does not change as a function of feedback or time.

**Incompetence** is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. These are cases in which adequate competence has never been achieved and may not be possible to achieve. Students who have failed remediation for impairment are considered incompetent.

**Ethical Misconduct** is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) and National Association of School Psychologists (NASP) are not followed. All School Psychology graduate students are expected to adhere to these codes. The codes are intended to provide general principles to guide decision making in situations encountered by psychological professionals in their activities. The primary goal is the welfare and protection of the individuals and groups with whom psychological professionals work. It is the individual responsibility of each psychological professional to aspire to the highest possible standards of conduct.
Psychological professionals respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

Students are expected to uphold all policies, standards, and ethical/legal regulations of relevant state licensing boards. Students who affiliate with the National Association of School Psychologists or Division 16 of the American Psychological Association are likewise bound by their respective codes of ethics.

**Identification and Verification of Problems Requiring Remediation or Dismissal**

Impairment, incompetence, or ethical misconduct can be identified in a variety of ways. Formal evaluation of each student’s progress takes place annually. Further, possible problems can be identified at any point in the student’s academic career by a faculty member, staff member, supervisor, or by another student. Procedures from remediation and dismissal are detailed in the following sources:

2. School Psychology Student Handbook- Published by Stephen F. Austin State University.
Appendix K

Stephen F. Austin State University
Department of Human Services
School Psychology Doctoral Program

Educational Psychology 565: School Psychology
14 Observational Hours

Shadow Practicum Affiliation Agreement

Stephen F. Austin State University, hereinafter referred to as the University, and the ____________________________, hereinafter referred to as the Agency, for the period of ________________ through ________________,

Agree to establish an affiliation for the purpose of providing a practicum course for selected graduate students in School Psychology from the University.

As per the Texas State Board of Examiners of Psychologist, all documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. It is ideal if the field site supervisor is a licensed specialist in school psychology. The Field Supervisor will evaluate the practicum student once during the placement using forms provided by the School Psychology Program. These evaluations will be submitted to the University Supervisor.

The Practicum placement is designed to familiarize students with the educational and service delivery system. Specifically, each student will be assigned to a school psychologist, LSSP intern, or doctoral intern in school psychology in a nearby district. Each student will complete 14 hours of shadowing, observing, and interviewing specific professionals in specific settings. The assignment includes the following: 6 hours with a school psychologist/intern, 2 hours observing an inclusion classroom, 2 hours observing a classroom lead by a special education teacher, 2 hours observing a general education classroom, and a structured interview with a special education teacher, principal, general education teacher, and school psychologist. Each student will turn in a portfolio containing the following: contract; structured observation questions for inclusion classroom, special education classroom, and general education classroom; interview form with 2 special education teachers and a general education teacher, interview with a school psychologist, signed logs, reflection paper, and site-supervisor professional disposition evaluation.

The School/Agency site agrees to the following:

1. Accept students for specific field practicum in the Agency/School, with the provision that the students may also participate in overall Agency/School programs and activities as appropriate;
2. Provide students with opportunities to meet the required number of hours gaining experience in shadowing, observing, and interviewing various employees in the system;
3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
4. Provide appropriate instruction by a qualified Agency/School representative where required, hereafter known as the field supervisor, approved by the University;

~ 78 ~
5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in the practicum;
6. Inform the University of changes in Agency/School policy, accreditation, procedures, and staffing that affect field practicum courses;
7. Support withdrawal of the student when the placement fails to be in the best interest of the Agency/School, student, or University;
8. As per the Texas State Board of Examiners of Psychologist, all documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency.
9. The field-based supervisor, who is an appropriately credentialed employee, will provide final evaluation of students’ performance;
10. Have an assigned site supervisor who monitors and approves trainee’s time commitment in service delivery each week by reviewing and signing student logs that document presence on site.

SFA School Psychology program agrees to:

1. Assign a faculty member to serve as a practicum university-based supervisor, who will maintain ongoing contact the Agency/School and assume responsibility for points 2 and 6 below.
2. Select academically qualified students who shall be placed at the Agency/School subject to the approval of the Agency/School;
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency/School, in accordance with FERPA and other state or federal laws, prior to the student’s placement;
4. Not discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
5. Because Agency/School retain responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency/School;
6. Provide onsite supervisors with appropriate forms and procedures for trainees’ final evaluations.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family–School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

........................................................................................................

~ 79 ~
Name of Site: ____________________________________
Address: _________________________________________
Street Address: ____________________________________
City, State, ZIP
Telephone #: _______________________________________
Website Address: ____________________________________
Name of Field Supervisor: _____________________________
Field Supervisor Credential(s): _________________________

ATTENTION ONSITE SUPERVISOR:

______ Check if this site has an official agreement with Stephen F. Austin State University.
______ Check if you have read the EPS 565 course syllabus.
______ Check if you currently are employed with the site noted above.
______ Check if you have had prior supervision experience.
______ Check if you have had training in supervision.

_____________________                   __________________________
LSSP Practicum Student/Date                                            Field Supervisor Signature/Date
_______________________________                             ________________________
Street Address                                                                      Street Address
_______________________________                             ______________________________________
City, State, ZIP                                                                      City, State, ZIP
_______________________________                             ______________________________________
Telephone number (home)                                                Telephone number (home)
_______________________________                             __________________________
Cell phone number                                                        Cell phone number
_______________________________                             __________________________
Email address                                                                         Email address

Should concerns arise regarding the practicum student’s competence or performance the University Supervisor must be notified immediately.

~ 80 ~
Copies of this 4-page agreement with all required signatures shall be maintained by the practicum student, the on-site (field) supervisor, the university based supervisor, and the program administrative assistant. It is the responsibility of the practicum student to insure that signatures are secured and copies are distributed no later than the 4th class period of the semester.
Appendix N

THESIS COMMITTEE FORM

Student Name: Program Name:
Student ID: Student E-Mail:

Proposed Committee Membership:

Chair/ Co-Chairs:

Faculty Signature Date Faculty Name Printed

Faculty Signature Date Faculty Name Printed

Other Members:

Faculty Signature Date Faculty Name Printed

Faculty Signature Date Faculty Name Printed

Outside Member Signature Date: Outside Member Name Printed

Department Chair Name Signature Date: Department Chair Name Printed
Program Internship Policies

EPS 595 and EPS 595: Internship in School Psychology
(3 credit hours for each semester)

National Association of School Psychologists and Stephen F. Austin State University
School Psychology Program Internship Experiences Required Practices

The internship requires a minimum of **1200 hours** and is completed during two consecutive academic semesters. Internships are directly supervised by field-based school psychologists who possess state (and frequently national) certification in school psychology. School psychology faculty members serve as the university-based supervisors for all interns with responsibilities that involve helping to obtain internship agreements, usually face-to-face contact with field-based supervisors and interns, directly collecting documentation of intern activities, intermittently monitoring intern progress throughout the academic year, reviewing field-based supervisor evaluations, and completing the university-based supervisor evaluations forms (NASP Standard 1.7).

The School Psychology Internship is a combined endeavor among SFA university faculty, field-based supervisors, and the intern/candidate. The principal mission for our program’s internship is to obtain placement sites that are particularly responsive to our program’s mission of producing ethical, responsible, and competent school psychologists who employ scientific knowledge and critical and creative methods of problem solving.

Our program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply science knowledge and methods to the assessment and treatment of learning, behavior problems, and psychosocial problems that exist in general and special education populations in the public schools and agencies. Our role as trainers of School Psychologists is to identify the public schools with the human resources to fulfill this mission.

Our model is based on the belief that whether the student is consulting with parents or teachers, problem solving, conducting applied research, or attempting to address referral questions, a scientist-practitioner model of problem solving is applicable. This necessarily includes a special emphasis on functional behavior assessment in conjunction with traditional assessment procedures. It entails intervention procedures derived from data-based decision making, graphing of intervention outcomes, and particular attention to the details of the highly individualized behavior intervention programs and follow-up/maintenance procedures. Internships are organized by a contract that clearly identifies the specific responsibilities of the intern, school district, field-based supervisor, and university-based supervisor as well as the School Psychology Program.
In accordance with NASP Standard III and the SFA School Psychology Program:

Internships are organized by a contract that clearly identifies the specific responsibilities of the intern, school district, field-based supervisor, and university-based supervisor. Candidates integrate competencies that address the domains of professional preparation, practice, goals, and objectives of our training program. The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Particular emphasis will be placed on the following:

- School psychology candidates have the opportunities to demonstrate, under conditions with appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

- Services are provided to handicapped students who receive general and special educational services at elementary and secondary levels.

- Rural, urban, and suburban districts are considered equally appropriate as internship settings.

- The internship experience is necessarily performed separate from the university campus and within a recognized public school district or recognized and well-established educational facility.

- Field-based supervision is provided by an individual who has attained a current and valid credential at the state and/or national level as a school psychologist.

- This professional has a minimum of three years of experience as a school psychologist.

- The university-based supervisor is responsible for providing academic credit, while immediate and direct supervision of intern activities is provided by the field-based supervisor.

- It is our ambition that field-based and university-based supervisors will be actively engaged in professional activities such as workshop development, presentations at state and national conferences, affiliations with professional organizations, and maintenance of continuing education activities in the lifelong pursuit of learning.
SFA Intern candidate will receive a specified salary as identified by contractual agreement

In accordance with NASP policies and procedures, the school district and the student intern will enter into a contractual agreement regarding the terms of the school psychology internship. This contract will identify the required time and salary to be provided during the internship experience. The intern will not be specifically obligated to stay with the school district beyond the internship experience unless a separate contract is developed subsequent to completing the internship experience.

Time allocation for professional activities: The school psychology intern will perform duties in accordance with those of regular school psychology and/or special education personnel employed by the district or agency. The intern will perform duties in the same conditions as his/her co-workers and colleagues employed at the internship facility. For example, the intern will participate in activities such as in-services and training workshops scheduled for related support personnel. These activities will be identified and listed within the intern’s ongoing log of scheduled professional and service-related activities. During the internship experience, the candidate will have opportunities to participate in state and national professional conferences. Per the arrangements made with full-time support personnel, the candidate will receive compensation and support for attending and/or presenting at such professional functions.

Employment facilities and support services: and psychological assessment, treatment, and consultation necessarily entail computer access and/or facilities, professional testing materials, clerical and secretarial support, and traditional office operating supplies. The school district or agency will provide the intern with sufficient materials and office supplies as are required to fulfill professional functions and obligations within the contracted agreement.

 Provision of supervision: The local educational agency ensures that supervisory personnel meet the criteria specified in Standard 3.4 of the NASP Field Experience requirements. Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist, or for non-school settings, a psychologist appropriately credentialed for the internship setting.

Intern roles and activities within the public school or agency: School Psychology interns are not expected to perform roles or functions that are inconsistent with the activities of behavior analysis or school psychology. For example, interns do not conduct classroom instruction, playground supervision, educational diagnostics, or coaching on a regular basis. Such activities are included only insofar as they might temporarily address consultative or modeling of behavior management objectives. Internships are prepared by an agreement specifying the tasks and responsibilities of the candidate/intern, school district, field-based supervisor, and university-based supervisor as well as the School Psychology Program. Internships are arranged to be completed during one year or a half-time basis over two years as specified by the National Association of School Psychologists. Policies and procedures are given an in-depth description within the School Psychology Program handbook.
In accordance with NASP Standard 1.1: The internship requires a minimum of 1200 hours and is completed during two consecutive academic semesters. Internships are directly supervised by field-based school psychologists who possess state (and frequently national) certification in school psychology. School psychology faculty members serve as the university-based supervisors for all interns with responsibilities that involve helping to obtain internship agreements, usually face-to-face contact with field-based supervisors and interns, directly collecting documentation of intern activities, intermittently monitoring intern progress throughout the academic year, reviewing field-based supervisor evaluations, and completing university-based supervisor evaluations forms.

In accordance with NASP Standard 3.2: “The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.”

Responsibilities of School Districts and Agencies

The internship experience must occur under conditions of appropriate supervision. Field-based internship supervisors must provide at least two hours per week of direct supervision for each intern. If a qualified internal supervisor is not available from the school district, the internship coordinator will assist in locating a qualified supervisor who could be employed by the school district for that specific purpose. Obtaining appropriately qualified supervision is a prerequisite for internship approval.

Indeed, the field-based supervisor is seen by our program as the most critical component to the complete development of the intern’s professional expertise. The field-based supervisor must be a role model as well as an authority responsible for the professional development and welfare of the intern. SFA School Psychology interns must be afforded opportunities to work in conjunction with and be supervised by the most experienced and qualified professionals available within the placement location. An LSSP with at least three years of experience is the minimum competency level acceptable for field-based supervisors.

Roles and Functions of a Field-Based Supervisor

The field-based supervisor must be an NCSP (or LSSP) and have at least three years of experience in field of school psychology providing direct services. It is expected that auxiliary and support personnel (e.g., educational diagnosticians, social workers, psychiatrists, clinical psychologists, administrators, special educators, and general education teachers) will share some oversight responsibility in supervising the intern’s various activities. However, it is the field-based supervisor who assumes the primary responsibility for directing and supervising the intern throughout the duration of the experience.
The Field-Based Supervisor Coordinates the Following:

1. Organizes the internship agenda with the candidates, public school administrators or agency directors, and university-based supervisor/s.
2. Sometime near the beginning of the internship experience, the field-based supervisor arranges a general orientation/tour of the public school facilities and programs.
3. The field-based supervisor specifically allocates an average of 2 hours of face-to-face conferences for each week of the internship experience. This includes a variety of formats such as direct observation of the intern's activities (e.g., reviewing reports of casework and written reports, direct observation of assessment and treatment of referred cases, and reviewing logs associated with the above experience).
4. During the face-to-face supervision, the intern’s logs are reviewed and signed to verify the specific details of the intern’s experience. All logs are co-signed by the intern.
5. As the contract goals state, the field-based supervisor makes specific arrangements to provide the intern with a broad range of professional experiences. See the Practicum and Internship section of the School Psychology Handbook, Intern Contract, Internship Evaluation Forms, NASP Internship Guidelines, TSBEP Internship Guidelines.
6. The field-based supervisor participates with the intern and university-based supervisor in completing two formal evaluations of the intern's progress and general performance. These are prearranged to occur at the middle and end of the internship experience. (See Appendix E for details on evaluations.)

Roles and Functions of the SFA University-Based Supervisor

The university-based supervisor serves as the link between the School Psychology Program, the candidate/intern, and field-based supervisor. The university-based supervisor is an NCSP and LSSP and holds a faculty position in the SFA Department of Human Services. S/he reviews the practicum and intern student's work with the student, the field supervisor, and other appropriate persons in the school district or agency. The university-based supervisor has the following responsibilities:

1. Organize internship site visits that specifically entail two formal evaluations that occur in the middle and end of the internship experience. Formal evaluations are conducted during these visits.
2. Negotiate with the student and the field-based supervisor a plan to accomplish the purposes of the two on-site visits.
3. With input from the field-based supervisor (Appendices G and J), has final authority to determine the course grade for the internship experience.
4. Review and critique the intern’s logs and related documents. Review and critique the intern’s functional assessments and behavior intervention plan for a minimum of one detailed case study.
5. If at any stage during the internship it is suggested by the university or field supervisor that there exists a serious need for improvement in the intern’s skills, knowledge, or dispositions, it becomes the responsibility of the university supervisor (in conjunction with the intern and field supervisor) to develop and implement supplementary training experiences. This may take the form of the intern obtaining additional course work,
attending specific workshops or conference presentations, engaging in a regimen of self-study, or other remediation strategies deemed necessary and appropriate.

6. Respond to questions and issues regarding professional and ethical conduct. If deemed necessary, the university supervisor will seek advice and counsel from colleagues and/or the university counsel and administration.

Candidate Responsibilities during the Internship Experience

In consultation with the candidate/intern, the field-based and university-based supervisors will agree upon the activities required to meet the goals and objectives identified for the prospective intern. This agreement will become formalized upon all parties signing the internship agreement (Appendix B). Supervisors are permitted considerable latitude in helping to develop the types of assessments, consultation formats, interventions, and related activities for the intern. It must be agreed that the intern will not conduct any type of assessment or intervention for which he/she has not received training. Moreover, it must be mutually agreed upon by all parties that the intern will develop a series of Functional Behavior Assessments and data-based interventions during the course of the internship experience. Additional types of academic, intellectual, vocational, and social/emotional assessments will be conducted; however, all assessments will be performed under the direct auspices, authority, and license of the field-based supervisor. A partial list of the general internship activities follows:

Committee and Program Meetings

- Admission Review Dismissal (ARD) meetings
- Support service programs and meetings
- General staff meetings
- Workshops and in-services education provided at Region Service Centers
- Workshops and in-services education provided on campus
- Administrative meetings: Manifest determination and alternative educational hearings
- IEP team meetings
- REED interdisciplinary team meetings

Direct and Indirect Services in the Internship Experience

- Consults (formal and informal) regarding student progress and areas of special need.
- Consults among regular and special educators, principals, support personnel specialists, social workers, counselors, speech therapists, and other specialists regarding assessments, interventions, classroom management strategies, peer tutoring arrangements, academic progress, strategies for developing three-tier intervention programs.
- Consults regarding student eligibility for special services or accommodations.
- Helps to develop and review emergency preparedness strategies.
- Provides consultation regarding emergency detention facilities and alternative education settings.
• Assesses and treats emotional and disorders.
• Implements social skills training when needed.
• Provides written reports and graphed outcomes regarding intervention strategies.
• In the course of interacting in the above formal and informal consultations, the intern will have an opportunity to receive and review referrals to address student needs in the areas of conducting functional assessments, pre-referral intervention, and classroom management strategies; developing peer tutoring strategies; helping to develop and improve three-tier/RTI systems; helping to develop and improve curriculum-based assessment strategies; obtaining direct observation data using computer-interactive observation systems; and addressing a wider variety of student problems in the areas of referral to special education and the identification of students who are at risk for emotional and disorders.
• Provides services to children and youth from a wide variety of ages and presenting problems or needs such as: exceptional children, at-risk children, and children of diverse cultural backgrounds. The FBAs and BIPs outcomes provided in Appendices K and L illustrate the types of strategies outcomes expected from our interns. Heavy emphasis is placed on data-based decision making and monitoring the progress of interventions. Strategies that employ counseling in conjunction with instruction, modeling, and rehearsal of social skills are well documented by SFA school psychology intern. Graphing of direct observations of student behavior is employed in an effort to gauge the effectiveness and generalizability of interventions. Interns have developed various types of questionnaires to assess further the acceptability of the intervention they have developed (see Appendix K). Interns from the SFA School Psychology Program are expected to pay particular attention to the issue of nondiscriminatory evaluation practices while showing sensitivity to the cultural background of any culturally underrepresented populations being served in the district or agency.
• Behaves in accordance with the professional ethical code of the National Association of School Psychologists, the Association of Behavior Analysis, and the American Psychological Association. As a representative of SFA, interns have a special obligation to conduct themselves at the highest level of professional courtesy and dignity at all times. Interns have this responsibility to the public schools, the disciplines of school psychology and behavior analysis, and the students they serve.
• Conscientiously maintains logs of all professional activities by submitting weekly summaries to their field-based supervisor. At mid-year and end-of-year, these logs are aggregated and submitted for review to the university-based supervisor. The intern’s personal log documents all relevant academic, therapeutic, professional development, assessment, and other relevant experiences as described in Appendices F, G, H, and I.
• Functional assessment and data-based treatments are graphed and summaries of interventions, consultation, follow-ups, and other student/client data become part of the intern’s permanent record within the program and masked copies of these reports are available for review by credentialing agencies.

**Documentation of assessments, treatments, and follow-up data**

Interns develop and submit assessments, treatments, general reports, and follow-up data. The field-based and university-based supervisor will critically evaluate outcomes from these assessments and treatment outcomes. Under no circumstances will computer-generated psychological reports be employed. The field-based supervisor will critically evaluate intern reports. It is anticipated that interns will maintain professional levels of writing quality and develop a high level of integration and efficiency in the
graphing of functional assessments and treatments as well as information obtained in traditional report writing.

The School Psychology candidate/intern will be required to maintain extensive documentation regarding the internship experience. This documentation includes the following:

- Traditional and functional assessments require preliminary interviews with teachers and support personnel involved in working with the student.
- Documentation of outcome regarding consultations in the form of teacher and parent conferences.
- Documentation of supervised individual and group social skills training in conjunction with counseling.
- Documentation of follow-up and maintenance procedures subsequent to direct and indirect services to students (see Appendices K and L).
- Participation in preparation of proposals for improving psychological services within the school district or agency.
- Participation in programs addressing delivery of health activities and crises intervention procedures.
- Supervised development pre-referral interventions strategies that emphasize curriculum-based assessment procedures (see Appendices K and L).
- Administration of traditional intellectual and achievement testing.
- Observations of student behavior to obtain reliability measures.
- Data collection of student academic improvements relative to RIT procedures.
- Initiation and sustenance of contact with the field and university supervisors. Interactions entail oral and written descriptions of progress in general areas of the internship experience. This includes (but is not limited to) logs, special consultation issues, graphed outcomes of assessment and treatments, and professional or personal concerns related to the internship.

Applied Research Addressing Behavior and Learning Problems

Several of the interns who have completed the SFA School Psychology Program have used the internship experience as part of their thesis research activity. This has allowed them an opportunity to conduct applied action-based research with results that directly serve at-risk individuals.

Interns apply research skills in the form of computer-based functional assessments as well as interventions based on these assessments. Outcome measures will be graphed and appropriately described.
Evaluation of Internship Performance

Evaluation by field-based supervisors is a cumulative process throughout the internship experience. It is not conducted exclusively as an end-of-semester or end-of-year evaluation. Ultimately, intern evaluations are the mutual and ongoing responsibility of the district/agency and university-based faculty. Both levels of supervision represent a continuous flow of feedback regarding supervisor expectations and intern performance.

Candidate/intern evaluations are the unified responsibility of the university and field supervisors. The intern’s performance is evaluated on a series of rating scales that address all elements of the services provided by the intern to the school district or educational agency. At the conclusion of each semester, the field supervisor will complete the evaluation forms (Appendices D & E) and provide a brief narrative summary of the intern’s overall professional demeanor.

SFA School Psychology Program recommendations for making application to a particular internship site:

Developing Specific Goals: We have found that it is particularly helpful for aspiring interns to list and clearly identify objectives to be attained during the internship experience. These objectives can become part of the contractual agreement between the university and the internship site. Please review the material in Appendix B of the Practicum and Internship section of this document for examples of how this process is accomplished.

A Field Training and Evaluation Plan: Following the format originally developed by Texas Woman’s University, a job description and monitoring document is arranged in cooperation with the candidate and university and field supervisors. This document is predicated on the candidate's goals and objectives statement as a guide. The Field Supervision Internship Agreement (Appendix C) is signed and dated by the student and key supervisory parties who agree to follow the guidelines of the SFA Internship Handbook, the National Association of School Psychologists Internship Regulations, and the regulations of the Texas State Board of Examiners of Psychologists.

Developing a Format for a Case Study and Thesis: Case studies are conducted in partial fulfillment of the school psychology internship in accordance with the requirements for the M.A. degree in the School Psychology Program at SFA. These case studies include Functional Behavior Assessments (FBA) obtained during baseline conditions. In addition, they include specific Behavior Intervention Plans (BIPs) developed from the FBA’s, reliability measures, and assessments of follow-up behaviors and student academic performances prior to face-to-face supervisory conferences.
Internship Sequence

Below, we provide a list of procedures for obtaining an internship experience that is compatible with the objective of the School Psychology Program and the National Association of School Psychologists.

- Internship candidates will enroll in EPS 595 Internship in School Psychology and earn three hours credit for each of two semesters. The internship requires a minimum of 1200 hours. In accordance with NASP guidelines, the internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. Usually, internships are completed during two consecutive academic semesters; however, under some conditions the number of semesters is extended in order to meet the needs of individual/nontraditional students. This is consistent with our program and Unit goals which are aimed at addressing and accommodating the special needs of nontraditional students or students who are facing severe life stressors/complications.

- The grade is awarded by the university-based supervisor in consultation with the field-based supervisor and intern following a review of the intern’s FBA/BIP write-up/the evaluation and monitoring documents.

- Working in conjunction with your faculty advisor, complete all items on Internship Application Form.

- In the event that a candidate is offered a position, all procedures in this document will serve as the prototype for arranging student goals and objectives (Appendix B) as well as for addressing particulars regarding training procedures, conducting FBAs and BIPs, maintenance, and observation of follow-up data.

- This document also provides details on the evaluation of the candidate’s performance. Signatures on the agreement for the student’s position need to be completed as described. These appendices need to be reviewed carefully prior to finalizing contractual arrangements between the internship site, university, and intern.

- At least two visits to local sites will be made by the university-based supervisor. Ordinarily, these will be scheduled for mid-year and the end of the year. At these times, a three-way conference will be held with the student, university supervisor, and field supervisor. A review of the intern’s data-based decision process will be conducted. A particular focus will include a review of the intern’s progress on developing suitable FBA’s and BIP’s and the maintenance of treatment plans. The intern’s progress in these areas will be discussed openly and candidly, and constructive criticism will be provided by the respective supervisors. If this conference is being conducted during the first 600 hours of the internship experience, it is possible that changes may be made regarding the particular details of the initial agreement.

- At mid-semester/year and end-of-the-semester/year conferences, the field logs will be reviewed and discussed. During the conference, supervisors will verify the weekly logs, the number of hours completed in each category, and total hours across categories. Upon completing this conference/review, all log forms will be signed by the field supervisor, and copies will kept as part of the intern’s permanent record in the School Psychology
Program. These records will be available to licensing and credentialing agencies for review.

- In the event that either or both the field and university supervisors feel that the intern is conspicuously deficient in the performance of activities agreed upon in the internship contract or monitoring agreement, remediation strategies may be initiated. Under such conditions, it is possible that the intern may be requested to compensate or remediate his/her deficiencies. Suggested remedial strategies might include having the intern take additional course work or individual study in an area of deficiency, participate in a supplemental practicum in the area of deficiency, or attend and write a synopsis of information provided at seminars or workshops. In the unlikely event that the above remediation strategies are deemed unsuccessful, it is possible (by the terms of this document and those in the contract agreements provided herein) that the intern could be dismissed from the internship.

- By way of phone conference and/or computer video conferencing and emails, the university supervisor and the intern will have ongoing communicative exchanges throughout the duration of the internship experience. In the coming semesters, our program will continue to develop a network of computer video conferencing protocols; however, this technology will not (in any way) be used as the university-based supervisor’s end-of-semester/year face-to-face conferencing.

- The application process can be handled internally or informally at some sites, while at other sites, students must apply for internships in much the same way that they would apply for regular positions. They must obtain program approval for their internships.
- Although each school district, department of education, or agency may handle the process differently, the general steps are likely to be universal.
- Timelines: Many internship sites require that applications be submitted well in advance of the internships. Many school districts have similar deadlines. Students must check the deadlines well in advance. Generally, they should begin planning at least a year in advance.
- Students must send cover letters indicating their interest in internships as well as their program's internship requirements. They should include personal resumes or vitae with letters of introduction and interest.
- Typically, those systems or agencies that are interested in applications will contact students to set up times for interviews. The interview process will vary widely depending on the system to which students are applying. Students may have a series of individual interviews or one interview with several psychologists and administrators. Some systems may require students to submit samples of their work or ask them to complete writing samples at the time of their interviews.
- Students may be contacted for a second-round interview or with an offer of a position. Most school systems have a deadline by which they must provide applicants with a response. Students must be sure to follow all requirements and respond to all inquiries and deadlines in a timely manner.
- Students must determine if some form of temporary or provisional certification or license is required for sites or states they are considering.
- Once they accept positions, they must develop written plans with assistance from their program directors or advisors. These plans will specify the responsibilities of their
training program and internship site in providing supervision, support, and evaluation of performance.

Some important questions to ask about potential internship sites include:

- How many interns does the site typically have in any given period, and how many are supervised by any given school psychologist? The fewer the interns, the more likely it is that you will get personal attention. However, many interns note the advantage of interacting with fellow students on internship through skills seminars and group supervision. Students will want to find a district that offers a balance that meets their personal needs.
- What are the opportunities for supervision and mentoring from professionals in diverse roles?
- How much room will there be for pursuit of your specific interests? Students should determine if the internship program has opportunities for them to develop internship experiences in a manner consistent with their goals.
- What is the district or agency conceptualization of the role of a school psychologist? Do school psychologists and interns devote the majority of their time to assessment, or do they engage in a variety of functions including consultation, counseling, behavior analysis and intervention, and other duties consistent with NASP standards? Are there any specific requirements (e.g., number of cases) for particular roles or functions?
- What support is provided to interns? Do interns receive a stipend or salary? Are they provided with access to computers, materials, and other resources needed to perform their duties?
- What professional development opportunities, such as seminars, conferences, and in-service presentations, will be available to interns?
- With which clients/populations will you likely have the opportunity to work during internship?
- Assuming successful completion of the internship, what are the opportunities for full-time employment in the school district or surrounding areas?
SFA Human Services Dept., School Psychology Program

Possible Placements: ____________________________________________________________

Approve ____  Deny ____  Remediation Plan ____

Student Notified _________ (Date)
Office Use Only

GRADUATE INTERNSHIP APPLICATION

DATE ______________________

1. Name ____________________________     SS#______________________________

2. Degree _________________________________

3. Telephone Numbers:   Home_________________   Business____________________________

4. Address (include zip) ___________________________________________________________

5. Proposed graduation date ___________________________

6. Completed graduate credit hours including this semester __________________

7. If presently enrolled in classes, indicate current graduate semester hour load planned during internship____________________

8. If presently working, indicate place of employment, days and hours at work site
   ________________________________________________________________

9. Semester in which proposed internship is to be initiated_______________________________

10. Indicate geographical area preferred (if any) ________________________________
Indicate completion date of the following course work (e.g. Fall or Spring; indicate year)

Check if completed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
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<tr>
<td>EPS 580</td>
<td>Human Neuroscience (attached)</td>
<td></td>
</tr>
<tr>
<td>or EPS 575</td>
<td>Human Neuroscience (same)</td>
<td></td>
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<tr>
<td>COU 535</td>
<td>Multicultural Counseling</td>
<td></td>
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<tr>
<td>EPS 585</td>
<td>Advanced Human Growth &amp; Development</td>
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<tr>
<td>SPE 567</td>
<td>Educating Exceptional Children</td>
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<td>Learning &amp; Cognitive Development</td>
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<td>Social Basis of Behavior</td>
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<td>SPE 562</td>
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<tr>
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<tr>
<td>COU 531</td>
<td>Theories of Counseling or COU 522: Family Counseling</td>
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<td>EPS 550</td>
<td>Research Methods</td>
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<td>Internship in School Psychology</td>
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<td>EPS 589</td>
<td>Thesis in School Psychology</td>
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<td>EPS 590</td>
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<tr>
<td>EPS 501:</td>
<td>Ethics in School or COU 523: Legal and Ethical Issues</td>
<td></td>
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</tbody>
</table>

Note: School Psychology students should schedule the date for NCSP examination during the internship year

______________________________________________                    _______
Signature                                                                                                 Date

~ 96 ~
STATEMENT OF AGREEMENT

between

STEPHEN F. AUSTIN STATE UNIVERSITY
School Psychology Program
P. O. BOX 13019
NACOGDOCHES, TX 75962

and

__________ INDEPENDENT SCHOOL DISTRICT

Stephen F. Austin State University, hereinafter referred to as the University, and the Independent School District, hereinafter referred to as the Agency, agree to establish an affiliation for the purpose of providing a practicum or internship course for selected graduate students in School Psychology from the University.

The University and Agency agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives.
2. There will be open channels of communication between the University and Agency relative to the field practicum or internship through designated representatives.
3. The student will adhere to Agency working hours, dress codes, and procedures; however, beginning and ending dates for the field practicum or internship courses will be determined by the University after consultation with the Agency.
4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days-notice in writing to the other party, however any students currently serving in an internship with Agency shall be permitted to complete the current internship unless withdrawal of the student is necessary due to unsatisfactory performance or unacceptable conduct. This agreement may further be temporarily suspended in the event no students participate in the internship in a particular semester.
5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the Agency.
6. The number of qualified students assigned to the Agency laboratory will be determined by the Agency and program officials and shall in no instance exceed five (5) students.
7. The student will not be an employee of the University for any purpose pertaining to this internship and will not be entitled to any benefits from the University based on this internship activity. No University retirement benefits, social security benefits, group health or life insurance, vacation and sick leave, worker’s compensation and similar benefits available to University employees will accrue to the student. Agency will be responsible for compliance with all applicable laws, rules, and regulations involving, but not limited to, employment, labor, and hours of work, working conditions, worker’s compensation, payment of wages and payment of taxes, as applicable and required by law.

~ 97 ~
8. This agreement is to continue in force each year unless either party submits a written request for termination or modification as described herein.

SFA School Psychology program agrees to:

1. Assign a faculty member to serve as an internship university-based supervisor. This representative will make appropriate visits to the Agency during the semester and will be responsible for points 2 and 6 below. In the event that the Agency is located at a distance exceeding 30 miles these visits may be conducted by phone [or Skype].
2. Select academically qualified students who shall be placed at the Agency subject to the approval of the Agency.
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency, in accordance with FERPA and other state or federal laws, prior to the student’s placement.
4. Not unlawfully discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.
5. Because Agency retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency.

The Agency agrees to:

1. Accept students for specific field practica or internships in the Agency, with the provision that the students may also participate in overall Agency programs and activities as appropriate.
2. Provide interns with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs.
3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.
4. Provide appropriate instruction by a qualified Agency representative where required, hereafter known as the field supervisor, approved by the University, at a ratio of no more than three interns to one supervisor.
5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in the internship.
7. Inform the University of changes in Agency policy, accreditation, procedures, and staffing that affect field practicum, or internship courses.
8. Withdrawal of the student by the University when the placement fails to be in the best interest of the Agency, student, or University.
9. Professional field supervision of each intern is provided by a credentialed school psychologist or, in a non-school setting, by a psychologist credentialed for that setting. Field supervision may be shared with other appropriately credentialed personnel in the unit, but the credentialed school psychologist or psychologist provides the preponderance of direct supervision and assumes full responsibility for the supervision provided.
10. The intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist or psychologist and is employed as an employee or consultant by the district or agency.

11. Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.

12. The internship includes an average of at least 2 hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the _______ day of ______________________, 20_____.

__________________________________
Agency

__________________________________
Stephen F. Austin State University
University, School Psychology Program

__________________________________
Superintendent of Schools, _________ ISD
President
Stephen F. Austin State University
Department of Human Services
School Psychology Master’s Program

Educational Psychology 595: Internship
600 Hours Total; 240 Hours Direct Service

Internship Affiliation Agreement

Stephen F. Austin State University, hereinafter referred to as the University, and the ________________________________, hereinafter referred to as the Agency, for the period of ___________________________ through ___________________________,

Agree to establish an affiliation for the purpose of providing an internship course for selected graduate students in School Psychology from the University.

During the Internship the assigned Field Supervisor(s) will be a certified school psychologist who has either a doctoral degree OR three (3) years of experience as a school psychologist. He/she will provide an average of at least four (4) hours of regularly scheduled, formal, face-to-face supervision each week of service to the intern. At least one hour of supervision is on an individual basis. The Field Supervisor will evaluate the intern student twice during the placement using forms provided by the Certification in School Psychology Program. These evaluations will be submitted to the University Supervisor.

The Internship placement is designed to familiarize students with the educational and service delivery system. Students will demonstrate the integration of skills acquired during the Program by case management through the initial referral process (or re-evaluation process) to its conclusion under the supervision of both University and Field Supervisors. Additional activities may be included as part of this Internship based on consideration of students’ academic background, work experiences, and ability.

Internship activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the internship experience is for students to achieve the greatest degree of independence possible in effective service delivery. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.
The School/Agency site agrees to the following:

1. Accept students for specific field practica or internships in the Agency/School, with the provision that the students may also participate in overall Agency/School programs and activities as appropriate;

2. Provide students with opportunities to meet the required number of hours gaining experience in assessment, intervention, behavior management, and consultation for clients representing a range of ages, populations and needs;

3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;

4. Provide appropriate instruction by a qualified Agency/School representative where required, hereafter known as the field supervisor, approved by the University;

5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in the internship;

6. Inform the University of changes in Agency/School policy, accreditation, procedures, and staffing that affect field practicum or internship courses;

7. Support withdrawal of the student when the placement fails to be in the best interest of the Agency/School, student, or University;

8. Provide professional field supervision of each student by a credentialed school psychologist or, if in a non-school setting, by a psychologist credentialed for that setting;

9. Insuring that the intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist or psychologist and is employed as an employee or consultant by the district or agency;

10. Insure that the student receives at least 1 hour of individual supervision each week by an appropriately credentialed employee, who will provide mid-term and final evaluations of students’ performance;

11. Have an assigned site supervisor who monitors and approves trainee’s time commitment in service delivery each week by reviewing and signing student logs that document direct service and presence on site.
SFA School Psychology program agrees to:

1. Assign a faculty member to serve as an internship university-based supervisor, who will maintain ongoing contact the Agency/School and assume responsibility for points 2 and 6 below; In the event that the Agency is located at distance exceeding 30 miles these visits may be conducted by phone [or Skype];
2. Select academically qualified students who shall be placed at the Agency/School subject to the approval of the Agency/School;
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency/School, in accordance with FERPA and other state or federal laws, prior to the student’s placement;
4. Not discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
5. Because Agency/School retain responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency/School;
6. Provide onsite supervisors with appropriate forms and procedures for trainees’ mid-term and final evaluations; trainees’ evaluation of placement site and trainees’ evaluation of each supervisor.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family–School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

It is understood that the intern student will purchase their own professional liability insurance to cover the period of the practicum placement.
Should concerns arise regarding the Intern’s competence or performance the University Supervisor must be notified immediately.

Name of Site: ____________________________________
Address: _______________________________________
Street Address: __________________________________
City, State, ZIP _________________________________
Telephone #: ____________________________________
Website Address: _________________________________

ATTENTION ONSITE SUPERVISOR:

_______ Check if this site has an official agreement with Stephen F. Austin State University.
_______ Check if you have read course syllabus.
_______ Check if you have had three years of experience as a licensed school psychologist or psychologist.
_______ Check if you currently are employed full-time with the site noted above.
_______ Check if you have had prior supervision experience.
_______ Check if you have had training in supervision.
_______ Check if you have secured documentation that the trainee has secured professional liability insurance
Copies of this 4-page agreement with all required signatures shall be maintained by the practicum student, the on-site (field) supervisor, the university based supervisor, and the program administrative assistant. It is the responsibility of the practicum student to insure that signatures are secured and copies are distributed no later than the 2nd class period of the semester.