



# University of Northern Iowa School Psychology Program

## Student Handbook

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## Table of Contents

1. Program Overview .....	5
➤ Program Mission and Philosophy	
➤ Program Goals and Objectives	
➤ School Psychology in Iowa	
➤ School Psychology at UNI	
➤ School Psychology Faculty	
2. Planning Your Program .....	8
➤ Admission to the Program	
➤ Residency Requirements	
➤ Admission to Candidacy	
➤ Academic Advising	
➤ Students with Disabilities	
➤ Course Sequence	
➤ MAE Paper & Ed.S. Thesis	
➤ Preparing for Practicum	
➤ Preparing for Internship	
➤ Comprehensive Case Study	
➤ Employment Outside of the Program	
3. Grades & Coursework .....	15
➤ Grades	
➤ APA Style	
➤ Writing Resources	
➤ University Library Resources	
➤ Computer Support Services & Computer Labs	
4. Ethical & Professional Expectations .....	17
➤ Ethical Behavior	
➤ Professional Behavior	
➤ Professional Associations	
5. Assessment of Student Progress .....	21
➤ Student Self-Evaluation	
➤ MAE & Ed.S. Portfolios	
➤ Satisfactory Progress	
➤ Notification of Concern	
6. Communication .....	23
➤ Electronic Mail	
➤ Mailboxes & Bulletin Boards	
➤ Student Representation on “School Psychology Committee”	

7. Fees & Financial Assistance .....	24
➤ Federal Student Aid Programs	
➤ Graduate Assistantships and Scholarships	
8. Student Grievances .....	24
9. University Anti-Discrimination and Harassment Policy.....	24
10. Appendices .....	26
➤ A – Description of Faculty Research Interests .....	26
➤ B – Advising Checklist .....	28
➤ C – NASP Domains of School Psychology Training and Profession .....	31
➤ D – Course Alignment with NASP Domains.....	34
➤ E – Student Self-Evaluation of NASP Domains .....	37
➤ F – Student Self-Evaluation & Goal Setting Format.....	39
➤ G – Program Data Collection & Accountability Plan.....	41
➤ H – Notification of Concern Form .....	43

# University of Northern Iowa School Psychology Program Student Handbook

Welcome to the University of Northern Iowa School Psychology Program! Your commitment to working collaboratively in school settings with children, their parents, and teachers; enthusiasm for learning; dedication to supporting diverse learners, and commitment to reflective practice are important to us. We are excited to have you join our learning community.

This handbook is intended as a guide to the policies and procedures of the School Psychology Program at the University of Northern Iowa. Students should keep this handbook easily accessible as a source of information and guidance. Faculty members of the School Psychology Program are unaware of any conflicts in this document with respect to program requirements and university policy. If conflicts arise with respect to policies and procedures, however, the university catalogue holds legal precedence over this handbook. The School Psychology Program endeavors to maintain the student handbook as close to real practice as possible.

In addition to this handbook, information specific to program research requirements, along with the internship experience is found in the *Internship Manual* and the *Research Guidelines – MAE Paper & Ed.S. Thesis*. Students and faculty should consult these resources when appropriate.

## Program Overview

### ➤ Program Mission and Philosophy

The mission of the University of Northern Iowa School Psychology Program is to prepare reflective practitioners who have the knowledge and skills to enhance the educational and psychological wellbeing of children and adolescents. The program focuses on data-based decision-making and strives to use data to drive both training and practice. The UNI School Psychology Program believes that effectively linking multi-method assessment to evidence-based interventions is crucial to successful practice. To this end, we prepare practitioners who make professional judgments that take into consideration ethical principles; social, political, and policy contexts; and best practices derived from research and theory. Valid and reliable professional judgments are made by school psychologists who are committed to a process of continuous professional growth, necessitating ongoing, critical examination of both practice and the current literature in the field. The program strives to train practitioners who will become leaders in the practice of school psychology and advocates for all children and families.

Interrelated didactic, seminar, and practicum training experiences are designed to facilitate students' development of knowledge and critical thinking skills. Personal and professional development is further promoted through participation in a learning community of professors, other graduate students, and practitioners.

## ➤ Program Goals and Objectives

**Goal 1:** To train specialist-level school psychologists who practice data-based decision making.

### **Objectives:**

- A. Students will demonstrate an understanding of foundational principles of research and data analysis.
- B. Students will demonstrate the ability to make decisions regarding assessment and intervention based on valid and reliable data collected from multiple sources.
- C. Students will be familiar with empirically-supported assessment techniques and interventions and be able to use technology to access these in the literature.
- D. Students will be able to apply research principles to the evaluation of programs and/or larger scale interventions.

**Goal 2:** To train specialist-level school psychologists who have a foundation of knowledge in both education and psychology.

### **Objectives:**

- A. Students have a strong foundation of knowledge in psychology (including, but not limited to, human development, biological bases of behavior, and social psychology) and are able to apply these principles to their work with students, families and school personnel.
- B. Students have a strong foundation of knowledge in education (including learning, cognition, and effective instruction) and are able to apply these principles to their work with students, families, and school personnel.

**Goal 3:** To train specialist-level school psychologist who are ethical decision-makers.

### **Objectives:**

- A. Students will demonstrate an understanding of NASP's *Principles for Professional Ethics*.
- B. Students will be able to apply a problem-solving model in making ethical decisions.
- C. Students will be familiar with the benefits and challenges of practicing school psychology in rural areas.
- D. Students will develop the necessary skills to work in a rural environment (e.g. students will have the skills to access resources using technology).

**Goal 4:** To train school psychologists who have expert skills as indicated by the school psychology literature.

### **Objectives:**

- A. Students will demonstrate the knowledge and skills associated with effective psychoeducational assessment.
- B. Students will demonstrate the knowledge and skills necessary to develop, implement, and evaluate empirically supported interventions.

- C. Students will demonstrate the knowledge and skills necessary to work with school personnel to identify and solve individual, group, and systems level problems
- D. Students will demonstrate the skills and knowledge necessary to work with families to increase a student's success.

**Goal 5:** To train specialist-level school psychologists who understand, consider, and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and who will promote a safe and respectful school environment for all individuals.

**Objectives:**

- A. Students will demonstrate an understanding of individual differences and apply this knowledge to decisions regarding assessment and intervention.
- B. Students will develop an understanding of the social, cultural, socioeconomic, and experiential factors that effect the development and behavior of an individual.
- C. Students will have the knowledge and skills necessary to access information about individual differences through the use of technology and consultation with colleagues.

**Goal 6:** To train specialist-level school psychologists who engage in reflective practice.

**Objectives:**

- A. Students will understand the importance of ongoing professional development to maintain the knowledge and skills to effectively practice in a changing field.
- B. Students will demonstrate an understanding of the field of school psychology in terms of historical development, trends in roles and practice, and current issues.
- C. Students will develop an understanding of the state and national issues that effect the education of children and the practice of school psychology.

➤ **School Psychology in Iowa**

The state of Iowa is often held up by the leaders in our field as an example of “best practices” in the provision of school psychological services. School psychologists in Iowa are integral members of school-based problem solving teams that seek to develop and implement effective pre-referral strategies. In this process, they collaborate with parents, teachers, and other school professionals to make data-based decisions that are supported by multiple approaches to gathering assessment information, including curriculum-based evaluations, functional assessments and standardized norm-referenced testing.

➤ **School Psychology at UNI**

The University of Northern Iowa School Psychology Program is a fulltime program which consists of two degrees: a 35 credit hour Master of Arts in Education (MAE) degree, with a Context and Techniques of Assessment Emphasis, and an Educational Specialist (Ed.S.) degree that requires an additional 36 hours beyond the MAE. A minimum of 68 to 71 semester hours beyond the bachelor's degree is required for completing the program. The combined program (MAE and Ed.S.) has been designed in alignment with the training standards of the National Association of

School Psychologists (NASP) and is fully approved by NASP. Completion of the Ed.S. degree satisfies the State of Iowa Department of Education licensure requirements for school psychologists. The program has been in existence since the late 1960s when the institution was first authorized to offer graduate programs. The initial program was a 33-hour master's degree program. In 1978, the program was expanded to a 67-hour specialist in education (Ed.S.) program. This change was consistent with accrediting standards in the profession at that time. From the outset, the program has been approved by the Iowa Department of Education as meeting state standards for certification and licensure of school psychologists. Since 1995, the program has been fully approved by the National Association of School Psychologists (NASP).

The UNI School Psychology Program is a major contributor to school psychology in Area Education Agencies (AEAs) throughout Iowa. Currently, it is the only program in Iowa emphasizing preparation of specialist-level school psychologists to work in school settings. Approximately one out of four school psychologists in Iowa is a UNI graduate.

### ➤ **School Psychology Faculty**

Consistent with the goals of the training program, members of the faculty have experiences as professional psychologists, professional educators (i.e., teachers, school psychologists, school counselors), and researchers. In addition to their duties as faculty members, they are actively involved in professional organizations at the state and national levels.

Beyond the faculty who hold doctorates and/or certificates in school psychology, the department also has faculty members with doctorates in Educational Psychology, Special Education, Educational Measurement and Research, and Social Foundations who teach support courses and serve on thesis and specialist committees. A more detailed description of faculty and their research interests is found in Appendix A.

## **Planning Your Program**

### ➤ **Admission to the Program**

Admission decisions are based on a multitude of factors, including letters of recommendation, the applicant's personal statement, writing samples, grades in all undergraduate and graduate coursework, and scores on the Graduate Record Examination. Successful applicants typically have GRE scores above the 50th percentile and grade point averages above 3.00 on a 4-point scale. Occasionally, exceptional students meeting one, but not both of these criteria are admitted.

No one criterion is the sole basis of the admissions decision. The program faculty considers *all* materials when assessing an applicant's ability to both successfully complete the graduate program and subsequently practice as a school psychologist. The program seeks students who will contribute to the program's commitment to a diverse student population and whose professional goals, interests, and expertise are compatible both with the goals of the UNI school psychology program and the profession of school psychology.

## ➤ **Residency Requirement**

The University of Northern Iowa Graduate College requires that at least two-thirds of the minimum hours required for a degree program must be taken with members of the UNI faculty. In addition, after admission to degree status, six (6) semester hours must be earned in a single semester or summer session. The School Psychology Program requires that students be enrolled full time for one semester or full time for two summer sessions to meet the on-campus requirement.

## ➤ **Admission to Candidacy**

The School Psychology Program requires both a Master's and a Specialist degree in Education before recommendation for full licensure; separate admissions for each degree are required. It is important to note that the MAE *must* be completed prior to beginning coursework on the Ed.S. For students who earn their Master's degree in General Educational Psychology: Context and Techniques of Assessment Emphasis at UNI, the transition from MAE to Ed.S. does not require new letters of reference, GRE scores, goal statements, or writing samples. These students only need to submit an application for the Ed.S. program. Application to the Ed.S. program by MAE students must be submitted to the department and Graduate College by February 15<sup>th</sup>. Applicants will be notified by departmental letter as to whether their application is accepted or declined.

Students with an earned master's degree from other institutions or from degree routes at UNI other than the M.A.E: General Educational Psychology must complete the entire application process to the UNI School Psychology Program. More information about this process can be obtained from Dr. Kimberly Knesting, Admissions Coordinator. Any deficiencies in a student's prior graduate background will be made part of the student's Ed.S. requirements.

### **Master's Level Candidacy**

During the first semester of enrollment in the Master's Degree Program and prior to completion of 15 hours of degree coursework, students must apply for formal approval to the MAE degree by completing the Program Approval (GF1) form. The GF1 will be submitted to the School Psychology Committee for approval before being forwarded to the Graduate College. Only courses approved for a student's program of study will be accepted for credit towards the degree. A student may complete additional elective courses if they so choose.

### **Specialist Level Candidacy**

During the first semester of enrollment in the Specialist Degree Program and prior to completion of 15 hours of degree coursework, students must apply for formal approval to the Ed.S. degree by completing the Program Approval (GF1) form. In addition to documenting coursework, the GF1 for the Ed.S. degree must include the names of the committee chair and members of the student's thesis committee. If a student did not receive his or her MAE degree at UNI, the Supplement to Application for Candidacy (GF1X) must also be submitted. The GF1, and GF1X if needed, will be submitted to the School Psychology Committee for approval before being forwarded to the Graduate College. As with the master's degree, only courses approved for a student's program of

study will be accepted for credit towards the degree. Again, a student may complete additional elective courses if they so choose.

### ➤ **Academic Advising**

Once the applicant is admitted to the School Psychology Program, a program faculty member is assigned as advisor to that student. Although all program faculty members are available as resources for all students in the School Psychology Program, the advisor is primarily responsible for assisting the student in planning course selections. The advisor also serves as a professional mentor, supporting the student toward a timely and meaningful completion of the program. In rare instances, changes in advisor assignments may be initiated by students or faculty members by contacting the program coordinator. An advising checklist is found in Appendix B.

### ➤ **Students with Disabilities**

After acceptance to the program, students with a disability should make their needs known to the Office of Disability Services as soon as possible so that arrangements for accommodations can be initiated. Students will be required to submit relevant documentation that supports the specific request prior to receiving accommodations. Providing this documentation of disability is the responsibility of the student. Documentation should be recent, relevant, and comprehensive. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the University of Northern Iowa has the discretion to require additional documentation.

The mission of the Office of Disability Services is to ensure that all persons with disabilities have access to university activities, programs, and services, and to enhance the overall academic, career, and personal development of students with a physical, psychiatric, or learning disability. Located in room 213 of the Student Services Center, they can be contacted by phone at 319-273-2676 (voice) or 319-273-3011 (TTY). Additional information on documentation and services is available on their website, [www.uni.edu/disability](http://www.uni.edu/disability). The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students, who feel their rights under the ADA have been violated, may consult with the Director of Compliance and Equity Management.

### ➤ **Course Sequence**

In alignment with the Training Standards of the National Association of School Psychologists, the UNI School Psychology Program course sequence provides a foundation of basic knowledge, skills, and dispositions in psychology and education designed to facilitate the development of a broad range of academic, research, and interpersonal competencies and perspectives. A description of the NASP training competencies is found in Appendix C. A grid describing the correspondence of course and practicum requirements with NASP competencies is contained in Appendix D. Following is the typical sequence of courses:

<u>Year 1: Masters of Arts in Education – Fall</u>		
250:282	Individual Intellectual Assessment	3 credits
250:286	Studies in Assessment of Intelligence	1 credit
200:240	Introduction to School Psychology	3 credits
200:214	Foundations of Instruction	3 credits
200:280	Psychological Consultation in Schools	3 credits
200:290	Practicum I	<u>1 credit</u>
		14 credits

<u>Year 1: Masters of Arts in Education – Spring</u>		
250:283	Psychodiagnostics	3 credits
250:286	Studies in Academic Assessment & Interventions	1 credit
200:176g	Learning & Behavioral Problems in Education	3 credits
200:140g	Social Psychology	3 credits
250:205	Educational Research	3 credits
200:299	Masters Research	1 credit
200:290	Practicum II	<u>1 credit</u>
		15 credits

<u>Year 1: Masters of Arts in Education – Summer</u>		
200:232	Risk & Resilience: Child, Family, School & Community	3 credits
250:281	Measurement and Statistics	<u>3 credits</u>
		6 credits

<u>Year 2: Educational Specialist – Fall</u>		
250:284	Advanced Psychodiagnostics	3 credits
250:286	Studies in Assessment of Personality & Behavior	1 credit
290:254	Counseling Children & Adolescents	3 credits
220:260	Special Education Law and Policy	3 credits
200:299	Ed.S. Research	3 credits
200:290	Practicum III	<u>2 credits</u>
		15 credits

<u>Year 2: Educational Specialist – Spring</u>		
200:286	Systems Level Consultation	3 credits
200:289	Interventions in Natural Environments	3 credits
230:238	Advanced Assessment & Evaluation of Literacy	3 credits
200:299	Ed.S. Research	3 credits
200:290	Practicum IV	<u>3 credits</u>
		15 credits

<u>Year 3: Educational Specialist – Fall</u>		
200:291	Internship in School Psychology	3 credits

<u>Year 3: Educational Specialist – Spring</u>		
200:291	Internship in School Psychology	3 credits

## ➤ MAE Paper & Ed.S. Thesis

A Master's research paper and Specialist thesis are required of all students who have not already completed a thesis at the Master's degree level. Students who completed a thesis as part of a Master's degree program may apply under the non-thesis option and request to have the Ed.S. thesis requirement waived. At the time of admission, the student requesting a waiver should submit a copy of the Master's thesis to the School Psychology Committee. The thesis will be reviewed by the School Psychology Committee to determine if the work meets Ed.S. program thesis standards. This determination will be based on the following: 1) relevance of the topic to the practice of school psychology, 2) whether the thesis is empirically based, 3) whether the thesis is of such quality that it would be accepted as an Ed.S. thesis in the program. A student who qualifies for the non-thesis option in the Ed.S. will complete a research paper on a topic related to school psychology. Depending on the extent of the research paper, the student may earn 1-3 semester hours of research credit toward the Ed.S. degree.

Students who are required to write both a MAE paper and an Ed.S. thesis should conceptualize these as two separate phases in one overarching research project. The MAE paper, the conceptual base of the project, is the writing of the literature review and research proposal, while the Ed.S. thesis is the conducting of the research and writing of the results and discussion. Early in their first semester, students should discuss with their advisor the research process and possible research topics. They should also work closely with their advisor to select a committee chair and to determine two additional committee members. The MAE paper must be completed and orally defended *by the end of July of the first year*. If the paper is not defended, the student will not be able to graduate from the MAE program nor apply to the Ed.S. program, potentially placing financial aide in jeopardy.

The Ed.S. thesis provides students an opportunity for intensive study and research. It is intended to develop a broader understanding of a specific area of school psychology, as well as to provide experience with conducting research and disseminating its results. It is *strongly encouraged* that the thesis be completed *prior* to the internship year. If the thesis is not completed by the end of the internship, a student cannot be recommended for full licensure as a School Psychologist.

Additional information, guidelines, and requirements for writing the MAE paper and Ed.S. thesis are provided in the *School Psychology Program – Research Guidelines*.

## ➤ Preparing for Practicum

Beginning with the first semester of the first year, practicum classes are integrated throughout the program. During the first practicum, students explore the varied role and functions of school psychologists through shadowing practitioners who provide services in a variety of school and mental health care settings. The purpose of the second semester is to orient students to the ecology of school environments and to provide hands-on experiences working in classrooms with students in both general and special education. The third semester practicum provides an opportunity to apply consultation skills in a school setting. Finally, the fourth semester practicum is a scaffolded introduction to the provision of school psychological services.

## **Supervision**

The practicum student is expected to initiate contact with the field and university supervisors both as required and as needed. The ability to evaluate one's own professional limitations and competent communication with supervisors are important skills that are developed during practica experiences. Supervision provides an opportunity for both formative and summative assessment of practicum student strengths and weaknesses, enhances the practicum student's professional growth, and provides an avenue for monitoring the welfare of students, teachers, and families served by the practicum student. Practicum students are expected to meet with their supervisors prepared with specific questions and issues. Making the most of supervision requires advance preparation on the part of the practicum student. It is assumed that practicum students will have explored multiple avenues to answer their questions prior to supervision so that this time may be effectively used to discuss possible next steps.

## **Nametags**

While at all practicum sites, students are required to wear a university nametag that identifies them by name and as a school psychology practicum student. Nametags are purchased from the College of Education for \$1.00 per nametag and will be provided to students during their first semester practicum class. If lost, the cost of a replacement nametag is \$4.00.

## **Fingerprinting**

Students must be fingerprinted prior to beginning any practicum experiences. You may wish to complete this requirement by attending a university-sponsored fingerprint clinic scheduled within the first 2 or 3 weeks of each semester. Fingerprinting can also be done through UNI's Public Safety Department or the Cedar Falls Police Department; you may want to check each to see if they charge a fee for this service. The university includes these materials with your license application and mails them to the state department when you are eligible for internship. The current fee for the background check is \$42.00.

## **Child Abuse Reporting Seminar**

Each semester the College of Education holds a Child and Dependent Adult Abuse Mandatory Reporter Training. All students are required to complete this training during their first semester in the program. Advance registration for the training is not required. After finishing the training, students will receive a certificate of completion. It is the students' responsibility to provide a copy of this certificate to the Program Assistant, Debra Jacobs, for placement in their file.

Additional information, guidelines, and requirements for practica experiences are provided in the *School Psychology Program – Practicum Manual*.

## **➤ Preparing for Internship**

The internship in school psychology is a supervised, culminating, and comprehensive field experience that affords the intern an important opportunity to integrate and apply the knowledge

and skills acquired in previous coursework and practica. Completed either on a full-time basis over one year or on a half-time basis over two consecutive years, the internship is supported through collaboration between the School Psychology Program and the internship site. If the internship is completed in Iowa, it is considered the first year of employment with an AEA or school district, with compensation determined accordingly. State, districts, and agencies outside Iowa may have different licensure and supervision requirements for interns and often differ from Iowa's AEAs in compensation. Because the internship year is considered the first year of employment in Iowa, each prospective intern is required to secure his or her own internship site. If applying in Iowa, it is highly recommended that students begin their job search in January of the Ed.S. year. Students seeking an internship outside of the state should begin during the fall semester.

Students must receive program approval to register for internship. This approval is granted only if all of the following conditions are met:

1. The student has an earned master's degree and all course requirements for the Ed.S. degree except 200:291 are completed.
2. The student has completed a minimum of 60 graduate credits in a sequence closely matching the degree requirements for School Psychology at the University of Northern Iowa.
3. The student has no incomplete credits.
4. The student is in good academic standing as defined by the Graduate College for Ed.S. candidates.

Additional information, guidelines, and requirements for the internship experience are provided in the *School Psychology Program – Internship Manual*.

### ➤ **Comprehensive Case Study**

A performance-based assessment in the form of a comprehensive case study must be completed during the internship year. The case study is described in a paper and oral presentation that address background information, collaboration with the problem solving team, reflective practice driven by theory and research, evaluation procedures tied to problem definition, and intervention tied to evaluation data and effectiveness research.

Two or more department faculty will evaluate the paper and oral presentation on a satisfactory/unsatisfactory basis. The ultimate decision for the acceptability of responses remains with the School Psychology Committee. In the event that a student's responses fail to achieve a satisfactory rating, the student may be asked to complete additional course work, or be given a second attempt at the paper and/or presentation. In rare instances when attempts at remediation have not been successful, a student may be advised not to continue in the program. Results of the assessment must be provided to the Registrar, in writing, at least 3 weeks prior to the date of expected graduation.

Additional information on the case study can be found in the *School Psychology Program – Internship Manual*. The manual provides a more detailed discussion of the expectations for the case

study, along with an example case study, writing suggestions, and the scoring rubric used for evaluation.

### ➤ **Employment Outside of the Program**

The UNI School Psychology Program is a fulltime graduate program. It is strongly recommended that students limit any employment to less than 20 hours per week, as experience indicates that working in excess of this will have a detrimental effect on performance in the program. Graduate Assistants in the School Psychology Program are strongly encouraged to work no more than 10 hours per work outside of their assistantship. This restriction applies only when classes are in session. Students may work additional hours during breaks or summer.

## **Grades & Coursework**

### ➤ **Grades**

While grades are used to indicate students' understanding and mastery of course material, students' focus in the program should be on *learning* and *integrating* information across classes and practica experiences. The following guidelines<sup>1</sup> describe the level of learning that is implied in the grades assigned in the program.

#### **“A” – Exemplary Performance**

*High level performance deserving the grade of “A” implies excellence in thinking and performance with the course knowledge and skills, along with the development of critical insights acquired through the exercise of reasoning skills. “A”-level work is, on the whole, clear, precise, well-reasoned, and insightful. Basic terminology and concepts are used and applied correctly. The “A”-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, frequently identifies relevant competing points of view, and demonstrates sensitivity to important implications and consequences. “A”-level products and assignments reflect accurate and precise application of the knowledge and skills learned in the course and the products meet the standards of excellence in the field and contain minimal flaws.*

#### **“B” – Competent Performance**

*The grade of “B” implies sound thinking and performance with the course knowledge and skills. “B”-level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. Basic terminology and concepts are, for the most part, used correctly, but some flaws and minor misconceptions are evident. The “B”-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, sometimes identifies relevant*

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<sup>1</sup> Gaines Tully, M. (2004). *Classroom assessment: Principles and practice for effective instruction* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

*competing points of view, and shows some sensitivity to important implications and consequences. “B”-level products and assignments reflect accurate application of the knowledge and skills learned in the course and meet the basic requirements of the product, although some flaws may be evident.*

### **“C” – Minimal Performance**

*The grade of “C” implies mixed thinking and performance with the course knowledge and skills. “C”-level work is inconsistently clear and lacks precision; moreover, it does not display depth of insight or consistent competence. Basic terminology and concepts are often used correctly, but important distinctions are misunderstood. Typically, the “C”-level student contributes little to group discussions. The “C”-level student sometimes raises questions and issues, sometimes analyzes questions and problems, recognizes some questionable assumptions, clarifies some concepts, sometimes identifies relevant competing points of view, but does not demonstrate consistent sensitivity to important implications and consequences. “C”-level products and assignments reflect several errors in the application of the knowledge and skills learned in the course and minimally meet the basic requirements of the product; several flaws may be evident.*

### **➤ APA Style**

It is a program expectation that students will be proficient users of the *Publication Manual of the American Psychological Association, Fifth Edition*. Unless otherwise specified, all papers submitted in any course in the department are expected to conform to APA Style. Securing a copy of the *Manual* is strongly suggested and is a prudent long-term investment. It can be purchased from University Book & Supply, 1009 West 23<sup>rd</sup> Street, Cedar Falls. A copy is also available at the Reference Desk in the UNI Rod Library.

### **➤ Writing Resources**

Effective writing skills are critical to success in the School Psychology Program. Several courses in the program require students to write an analysis and synthesis of an area of literature in order to identify a future research problem and/or apply the derived knowledge to the solution of current professional problems. Many students, even those who consider themselves “good” writers, can feel overwhelmed by the writing demands of graduate school.

The UNI Writing Center, located in the Student Services Center, provides free writing assistance to all UNI students. Among other services, the Center provides assistance with critically reading academic journals, writing literature reviews and research proposals, and using the APA Style Manual. Information and resources are available at the Writing Center’s website, <http://fp.uni.edu/writingcenter>, or an individual appointment can be scheduled by calling 273-2346.

### **➤ University Library Resources**

The Donald O. Rod Library has a collection of more than 886,000 paper volumes, 3,300 current periodical and newspaper subscriptions in print, and subscriptions to an increasingly broad array of

full-text electronic resources. The library also provides: UNISTAR - an integrated, online library system supporting an online public access catalog and automated circulation and acquisitions functions; reserve services; interlibrary loan services; online access to LEXIS/NEXIS, PROJECT MUSE journals, ERIC, and many other databases and full-text scholarly journals; library instruction; photocopying (including staffed and self-service copiers); and microform reader-printers. In addition to access within the library building, students have access to most computer databases through the internet via the library's home page [www.library.uni.edu](http://www.library.uni.edu).

Rod Library faculty and staff provide reference, interlibrary loan, library instruction, and many other library services to assure an information-rich academic environment for study, teaching, and scholarship. Additional information about the Rod Library and using its resources and services to support research and scholarship can be found at [www.library.uni.edu/instruction](http://www.library.uni.edu/instruction), and an on-line orientation to the library is available at [www.library.uni.edu/orientation](http://www.library.uni.edu/orientation).

### ➤ **Computer Support Services & Computer Labs**

Hundreds of personal computers are available for student use in Student Computer Centers strategically located throughout campus. The computers in these centers are connected to the UNI network for access to all campus computing resources. Equipment in these centers consists predominantly of IBM PC compatibles running the latest Microsoft operating systems, and Apple Macintosh systems. Laser printers are available in all of the centers.

The Computer Consulting Center (273-5555) answers computer-related questions during normal working hours, and at other times, they respond to messages within one working day. In addition, extensive technology training is available through workshops designed specifically for incoming students. Each week during the academic year there are typically six to eight classes offered, all free of charge.

## **Ethical & Professional Expectations**

### ➤ **Ethical Considerations**

It is the expectation of the program that students will at all times conduct themselves in accordance with the ethical standards of the profession of School Psychology as established by NASP, APA, and the State of Iowa Code of Ethics. Students are advised to read these ethical codes carefully, consult them whenever questions may arise about their conduct, and seek faculty for clarification of any part of the documents that they do not understand.

Students at the University of Northern Iowa are required to observe the commonly accepted standards of academic honesty and integrity. Cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited. It is not acceptable for the work or ideas of another scholar to be presented as a student's own or to be utilized in a paper or project without proper citation following the *Publication Manual of the American Psychological Association, Fifth Edition*. A student who is found to have improperly used others' work should expect to be penalized for such action, even if the argument is made that the action was taken with innocent

intention. As an educational institution, the university maintains standards of ethical academic behavior and recognizes its responsibility to enforce these standards.

It is expected that all students will read and be familiar with University of Northern Iowa's *Academic Ethics Policy*, understanding its implications and consequences. If an incidence of academic dishonesty occurs, the course instructor and/or the student's advisor will discuss the situation with the student. A "Notification of Concern" form will be completed and the Program Coordinator will be notified. Additional specific consequences will be determined at the discretion of the instructor and/or advisor based on the seriousness of the student's actions.

### **University of Northern Iowa Academic Ethics Policy**

*Students at the University of Northern Iowa are required to observe the commonly-accepted standards of academic honesty and integrity. Except in those instances in which group work is specifically authorized by the instructor of the class, no work which is not solely the student's is to be submitted to a professor in the form of an examination paper, a term paper, class project, research project, or thesis project.*

*Cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited. Also unacceptable are the purchase of papers from commercial sources, using a single paper to meet the requirement of more than one class (except in instances authorized and considered appropriate by the professors of the two classes), and submission of a term paper or project completed by any individual other than the student submitting the work. Students are cautioned that plagiarism is defined as the process of stealing or passing off as one's own the ideas or words of another, or presenting as one's own an idea or product which is derived from an existing source.*

*It is not acceptable for the work or ideas of another scholar to be presented as a student's own or to be utilized in a paper or project without proper citation. To avoid any appearance of plagiarism or accidental plagiarism, it is important that all students become fully cognizant of the citation procedures utilized in their own discipline and in the classes which they take. The plea of ignorance regarding citation procedures or of carelessness in citation is not a compelling defense against allegations of plagiarism. A college student, by the fact that s(he) holds that status, is expected to understand the distinction between proper scholarly use of others' work and plagiarism.*

*A student who is found to have improperly used others' work must expect to be penalized for such action -- even if the argument is made that the action was taken with innocent intention -- and the student's instructor will normally judge such work "unacceptable." But it should be noted that the assignment of a low or failing grade for unacceptable work is not in itself a disciplinary action -- even if the assignment of such a grade results in the student's receiving a lower grade in the course, including "F", than s(he) would otherwise achieve. Such a response by an instructor is part of the normal grading process; if a student feels that s(he) has grounds to protest a grade received through this process, the student has access to the academic grievance procedure which the university has developed to deal with all student academic grievances.*

*On the other hand, cheating and plagiarism are issues which can affect a student's status at the university in more serious ways. As an educational institution, the university maintains standards of ethical academic behavior, and recognizes its responsibility to enforce these standards. Therefore, the following procedures of academic discipline prevail at the University of Northern Iowa.*

*If a student is determined by an instructor to have committed a violation of academic ethics, the instructor may take additional disciplinary action including, but not limited to, grade reduction for the course in which the infraction occurs, even if the reduction is over and above the normal consequences resulting from the grade merited by the unacceptable work.*

*In cases where such disciplinary action is taken, the instructor is obliged to report the action in writing, to the student, to the instructor's department head, (and, if the student is from a different department, to the head of the student's department), and to the Office of the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will notify the student in writing that such action has been taken, and will maintain a file for each student so disciplined. (This file is confidential and is independent of the student's normal university records.)*

*A student wishing to appeal or dispute the disciplinary action taken may seek redress through the university academic grievance structure. In the case of a successful grievance, the evidence of the disciplinary action taken by the instructor will be expunged from the student's file by the Provost and Vice President for Academic Affairs.*

*In cases of particularly flagrant violations of academic ethics relating to cheating or plagiarism, the instructor may feel obliged to recommend suspension from the University of Northern Iowa for a period ranging from the term in which the infraction occurs (with a loss of all credit earned during that term) to permanent suspension from the university.*

## ➤ **Professional Behavior**

It is important that students conduct themselves in a professional and respectful manner. Students need to be aware of the ways their conduct, personal appearance, attitudes, values, and behavior influence others and behave in a manner that positively influences how they are viewed as professionals. Students are expected to act professionally and ethically in all interactions with faculty, staff, supervisors, and peers. Following are examples of program expectations of professional behavior:

Interpersonally:

- Being dependable, conscientious and punctual,
- Being respectful of others,
- Avoiding behaviors such as hostility, sarcasm, aloofness, or anger towards others in the university and school settings,
- Taking appropriate measures to resolve conflicts with faculty, supervisors or peers,
- Accepting responsibility for and acknowledging consequences of one's behavior.

In the classroom:

- Taking responsibility for one's own learning,
- Being consistently well prepared for class, practicum, and internship activities,
- Completing assignments and other program requirements in a timely fashion,
- Demonstrating critical thinking and lifelong learning,
- Effectively using time and resources,
- Effectively using constructive feedback,
- Attending and participating in required program functions.

On practicum and internship:

- Meeting work schedule demands,
- Being aware of the importance of professional appearance and demeanor,
- Being respectful of cultural patterns and expectations that operate within a practicum or internship site,
- Being aware of, and acting in accordance with stated policies and procedures,
- Consulting with university and onsite supervisors when appropriate,
- Maintaining the confidentiality of school records.

Graduate Assistantships:

- Meeting work schedule demands,
- Being aware of the importance of professional appearance and demeanor,
- Being consistently well prepared for assistantship activities,
- Completing assignments and other program requirements in a timely fashion,
- Effectively using time and resources,
- Effectively using constructive feedback.

## ➤ **Professional Associations**

It is expected that students in the School Psychology Program will become members of relevant professional associations, including the National Association of School Psychologists (NASP) and the Iowa School Psychologists Association (ISPA). Student membership fees are modest and include publications that are essential for training. Membership information and application forms can be accessed from the UNI School Psychology Program website.

### **National Association of School Psychologists**

The National Association of School Psychologists (NASP), founded in 1969, is a not-for-profit organization representing school psychologists and related professionals throughout the United States and in 25 foreign countries. NASP is the largest association of school psychologists in the world. NASP's mission is to represent and support school psychology through leadership to enhance the mental health and educational competence of all children.

Currently, there are over 21,000 members of NASP. A Student Membership costs \$75.00 per year and is available to those enrolled half time (a minimum of six semester hours or equivalent per semester) or more in a program leading to an advanced degree or post-master's certificate in school psychology. Membership applications are available online at [www.nasponline.org](http://www.nasponline.org).

Members of NASP receive the *Communiqué*, 8 times yearly. This publication includes the latest news, events, innovative practices, legislative developments, parent/teacher handouts, book and test reviews, employment notices, and more. They also receive the quarterly *School Psychology Review* – the world’s second largest psychology journal – containing the best in theory, research, and opinion related to school psychology. Additionally, NASP membership includes discounts on professional books, brochures, and educational material.

### **Iowa School Psychologists Association**

The mission of the Iowa School Psychologists Association (ISPA) is to lead, support, and advocate for the profession of school psychology and school psychologists who deliver services to children, youth, families, schools, and communities. ISPA is committed to promoting school psychological services that are research based and result in improved outcomes for our customers, supporting the unique role and contribution of school psychology, providing effective professional development for school psychology, and collaborating and coordinating with other organizations and agencies to achieve common goals.

A Student Membership costs \$11.00 per year and is available to those enrolled half time (a minimum of six semester hours or equivalent per semester) or more in a program leading to an advanced degree or post-master’s certificate in school psychology. Membership applications are available online at [www.iowaschoolpsych.com](http://www.iowaschoolpsych.com). Membership includes 3 newsletters a year and reduced registration rates at the annual state conference.

## **Assessment of Student Progress**

### **➤ Student Self-Evaluation**

A professional school psychologist must be a reflective practitioner who makes professional judgments in accordance with best practices. To document professional growth and facilitate professional reflection, students in residence are required to submit a Student Self-Evaluation of NASP Domains at the end of each semester. Self-evaluations are due to the student’s practicum supervisor by the date indicated in the class syllabus. Program faculty will discuss evaluations and feedback will be provided to students by their practicum advisor. Self-evaluations should follow the format provided in Appendix E. Students are evaluated on both work performance and professional/interpersonal competence. If concerns are expressed, faculty will work with students to remedy the problem.

### **➤ MAE & Ed.S. Portfolios**

At the end of both the MAE and Ed.S. years of study, students are required to compile and orally present a portfolio that reflects on their learning and professional practice during the past year. Each year the portfolio must include: 1) Self-Evaluation & Goal Setting, 2) Self-Evaluation of NASP Domains, 3) Practicum Supervisor Evaluations, and 4) Report Writing Sample. Each piece of the portfolio must be clearly labeled and placed, in the above order, in a small three-ring binder. The student’s name must be on the outside of the binder. Additional information about due dates for the portfolio and the oral presentations will be provided in spring semester practicum classes.

## ➤ **Praxis Exam & NCSP Application**

All students are required to take the Praxis Examination for School Psychologists (also referred to as the National School Psychology Examination); however, attainment of a specific score is not required. It is recommended that this exam be taken during the summer before the internship year. Because a copy of a student's score must be received by the program in order for the student to be recommended for full licensure, the exam must be taken no later than January during the internship year. Information about dates, locations, and costs for the administration of the Praxis Exam can be found at <http://www.ets.org/praxis/index.html>. It is the student's responsibility to provide the Program Director a copy of the score report form upon its receipt from ETS.

Upon successful completion of the internship, students who earn a score of 660 or higher on the Praxis Examination also meet all requirements for recognition as a Nationally Certified School Psychologist (NCSP). While application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information on applying for the NCSP can be found on the NASP website at <http://www.nasponline.org/pdf/Application.pdf>.

## ➤ **Satisfactory Progress**

Students are expected to maintain high academic standards. At the end of each semester, the Graduate College reviews student records and students with unsatisfactory performances are placed on probation or suspended from the graduate degree program. A student who has registered for nine (9) semester hours and attained a cumulative GPA of less than 3.00 will be placed on probation. If the student registers for eight (8) hours while on probation without attaining a GPA of 3.00, the student will be reviewed at the end of the term for suspension from the program. A student who has registered for eighteen (18) semester hours and attained a cumulative GPA less than 3.00 in that program will be suspended. Students placed on academic suspension cannot enroll in non-degree graduate status or take courses during the year of academic suspension.

In determining a graduate student's grade index, all graded course work attempted at in the School Psychology Program at UNI will be used as a basis of computation. If the student has not yet filed a program of study, all graduate courses will be used as a basis of computation. If a student repeats a course, both grades will be used in computing the index.

No more than six (6) semester hours of C credit (C+, C, C-) may be applied toward credit for graduation. When C-range grades exceed the six-hour limit, one or more of these courses must be repeated. The original grade for any repeated course will be included in computation for the cumulative GPA, as well as in the overall GPA. A course taken to satisfy degree requirements in which a student receives a D or F grade will not be considered satisfactory and must be repeated. The original grade for any repeated graduate course will be included in the computation for the cumulative GPA in the program of study, as well as in the overall GPA.

In addition to the Graduate College reviews, the School Psychology Program assesses and reviews students' progress during their coursework and internship. At the end of each year, the program reviews multiple sources of information on each student to determine if satisfactory progress has

been made. Information reviewed includes grade point average, coursework completion, progress towards MAE paper or Ed.S. thesis, practicum and internship logs, and student portfolios. At the end of the internship year, the comprehensive case study is included in the review. Additional information gathered post-graduation through alumni and employer surveys is also considered when evaluating the program's training efficacy. A table detailing each stage of this ongoing assessment is provided in Appendix G.

### ➤ **Notification of Concern**

A written Notification of Concern is issued to a student when significant problematic behavior is noted by a faculty member or practicum/internship supervisor. The Notification of Concern form is completed collaboratively by the initiator of the concern and the student. The purpose of completing this form is twofold: to make the student aware of Program concern(s) and to provide the student an opportunity to develop a plan to address the identified concern(s). If attempts at remediation do not satisfactorily address concerns, or when the student seems unable or unwilling to alter his or her behavior, the program may take action that is more formal. These actions may include recommending and assisting in implementing a career shift for the graduate student, and/or recommending to the Associate Dean, Office of Academic Services, formal dismissal from the training program. A copy of the Notification of Concern form is found in Appendix F.

## **Communication**

Effective communication between the School Psychology Program faculty and students is critical for success in the program. To facilitate communication, the program keeps a database of addresses, phone numbers, and email for all students, as well as recent graduates. New students should provide this information to the Program Assistant, Debra Jacobs, as soon as possible upon arrival on campus. Students should inform the program immediately when any changes in contact information occur.

### ➤ **Electronic Mail**

It is a program expectation that all students will maintain and access their UNI email accounts on a frequent basis. Program communication is handled almost completely through email; therefore, having your correct UNI email address on file with the program is imperative!

### ➤ **Mailboxes & Bulletin Boards**

Student and faculty mailboxes are located in SEC 617. These boxes serve as another important means of communication between the program and students. Each faculty member has a bulletin board located outside his or her office door where messages can be posted. Additionally, general program and professional information is posted on the School Psychology Program bulletin board across the hall from SEC 617.

### ➤ **Student Representation on “School Psychology Committee”**

To support communication between students and program faculty and facilitate student leadership in the program, one student representative from each class is elected by his or her peers to serve as a full voting member on the School Psychology Committee. This committee of school psychology faculty meets monthly to discuss program procedures and policies. Student representatives to this community are elected during the first month of each academic year.

## **Fees & Financial Assistance**

### ➤ **Federal Student Aid Programs**

Various Federal Student Aid programs are available to students. Because financial assistance for graduate study is a complex subject, students are strongly encouraged to discuss their financial needs with personnel at the Office of Financial Aid, 319-273-3700.

### ➤ **Graduate Assistantships and Scholarships**

A limited number of graduate assistantships are available to qualified full-time students who are in residence during the time of the assistantship appointment. Students are also encouraged to apply for a graduate tuition stipend or scholarship. Information about stipends and scholarships, along with application forms is available on the Graduate College website, [www.grad.uni.edu/stipends/default.asp](http://www.grad.uni.edu/stipends/default.asp).

The awarding of assistantships is competitive and limited by available resources. The number of assistantships awarded in any given year is subject to the availability of resources and is re-evaluated annually. Students who receive an assistantship during the MAE year will be given first consideration for Ed.S. year assistantships, *only if* the work they have done for their assistantship during the MAE year is deemed satisfactory. Typically, the department has several half-time assistantship positions available. Applications for graduate assistantships and stipends should be completed by February 1<sup>st</sup>, to be considered for the following fall semester.

## **Student Grievances**

For graduate students and graduate assistants, equitable due process in academic matters is provided in grievance procedures established by the Graduate College. Students’ rights to formal and informal grievance processes are described in Sections 12.01 (Graduate Student Academic Grievance) and 12.05 (Graduate Assistantship Grievance) of the UNI Policies and Procedures Manual. Copies of the grievance procedure guidelines and grievance forms are available in the Office of the Graduate College, Room 122, Lang.

## **University Anti-Discrimination and Harassment Policy**

The following statement comes from the University of Northern Iowa Policies and Procedures Manual, Section 13.02:

*It is the policy of the University of Northern Iowa that there will be equal employment and educational opportunity without regard to race, color, sex, age, disability, veteran status, religion, national origin, sexual orientation, or any other basis protected by federal and/or state law. This includes the provision of a campus environment that is free from illegal discrimination and harassment. The University will not tolerate any form of illegal discrimination or harassment and will not condone any actions or words from employees or students that constitute such.*

*All members of the University community are accountable for compliance with this policy. The University is committed to eliminating illegal discrimination and harassment, wherever they occur in the University community, by taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action that, in sufficiently severe cases, may lead to separation from the University.*

*Sexual harassment is an important concern to the University and therefore warrants particular attention. The University of Northern Iowa considers sexual harassment to include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:*

- 1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing;*
- 2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting the individual; or*
- 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, academic, or social environment.*

# Appendix A

## Description of Faculty Research Interests

**Charlotte Haselhuhn, Ph.D.**, Psychology, Iowa State University

Coordinator of School Psychology Degree Programs, Assistant Professor

Classes Taught: Problem-solving assessment, consultation, academic and behavioral interventions at home & school, fieldwork, large-scale assessment

Research Interests: Academic and behavioral interventions, psychosocial development of children in school, supervision in school psychology

**Kimberly Knesting, Ph.D.**, School Psychology, Indiana University

Admissions Coordinator, Assistant Professor

Classes Taught: Academic assessment and interventions, consultation, introduction to school psychology, classroom evaluation, practicum, internship supervision

Research Interests: Problem solving, functional behavioral assessment, dropout prevention, LGBT student issues, rural school psychology, high stakes testing

**Kerri Clopton, Ph.D.**, School Psychology, Texas A&M University

Clinic Services Coordinator, Assistant Professor

Classes Taught: Emotional and behavioral assessment, academic and behavioral interventions, classroom evaluation, fieldwork

Research Interests: Academic and behavior intervention, learning disabilities, consultation, juvenile delinquency

**Ralph Scott, Ph.D.**, Educational/School Psychology, University of Chicago

Professor

Classes Taught: Assessment and fieldwork

Research Interests: Cross-cultural assessment; intervention, which focuses on collaboration of home, school, and community; appraisal which considers cognitive, affective, developmental and psycho neurological factors

**Barry Wilson, Ph.D.**, Educational Psychology, University of Missouri

Director of Assessment, College of Education; Associate Professor

Classes Taught: Assessment and learning disabilities

Research Interests: Preschool assessment, learning disabilities

**Radhi Al-Mabuk, Ph.D.**, Educational Psychology, University of Wisconsin at Madison

Associate Professor

Classes Taught: Human development, instructional psychology, mental health in the classroom, psychology of adolescence

Research Interests: conflict resolution strategies, moral development of forgiveness, psychology of revenge psycho-social development of adolescents, attribution retraining and peer mentoring

**Katheryn East, Ed.D.**, Special Education, University of Northern Iowa

Assistant Professor

Classes Taught: Human development, field work

Research Interests: Self-study of teacher education, preservice teacher education, research regarding practice (how we become better practitioners), inclusion

# Appendix B

## Advising Checklist

## Advising Checklist

### Year 1 – Progress toward the MAE Degree

\_\_\_\_\_ Program Approval (GF1) submitted for MAE. Must be approved at Graduate College before 15 hrs coursework are completed. Student and advisor complete form and turn in to department office, SEC 617.

\_\_\_\_\_ Fingerprinting and Child Abuse Reporting Seminar completed. Turn documentation in to department office.

\_\_\_\_\_ Application for Graduation (GF3) submitted for MAE degree. Must be approved at Registrar's Office midway through semester of graduation (Spring graduate – March; Summer graduate – June; Fall graduate – October). Exact dates are posted in SEC 617. Students who graduate in the summer but want to walk through Spring ceremony must follow the Spring graduate schedule.

\_\_\_\_\_ MAE Paper Oral Defense Scheduled. Student can pick up approval (sign-off) sheet from department office, or type it up themselves. Signed sheets are turned in to department office.

\_\_\_\_\_ Application to Ed.S. Student completes Ed.S. application and turns in to department office. Student must be formally admitted to the program before registering. No other materials (transcripts, reference letters, etc.) are needed.

### Years 2 & 3 – Progress toward the Ed.S. Degree

\_\_\_\_\_ Program Approval (GF1) submitted for Ed.S. program. Must be approved at Graduate College before 15 hours of coursework are completed. Student and advisor complete GF1 and turn in to department office, SEC 617.

\_\_\_\_\_ Student submits names of Ed.S. thesis committee to department office. If not already noted on GF1, student notifies department of thesis committee; this must be approved by Graduate College.

\_\_\_\_\_ Thesis Oral Defense Scheduled. Notice should be emailed as an attachment to secretary, who will send to COE faculty. This should be done at least 1 week in advance. Notice should include student's name, name of thesis, committee members, name of program (Ed.S.: School Psychology), date, and time of defense. See Research Guidelines for additional information.

\_\_\_\_\_ Thesis Bound. One copy of thesis (on bond paper) is required by the department. Other copies can be bound for the student. Student pays for binding.

\_\_\_\_\_ Application for Licensure. Forms are available in dept. office. This can take 6-8 weeks to process, so it should be done several months in advance.

\_\_\_\_\_ Praxis Exam. Information about dates, locations, and costs is available at <http://www.ets.org/praxis/index.html>. After receiving score report form, provide a copy to Program Director.

\_\_\_\_\_ Student Internship. Let dept. office know location of internship, address/phone/email changes, etc. See Internship Manual for additional information.

\_\_\_\_\_ Comprehensive Case Study. This is completed during the last internship semester. See Internship Manual for additional information.

\_\_\_\_\_ Application for Graduation (GF3). Complete by deadline and turn in to department office. For Spring graduation application is due in March.

# Appendix C

## National Association of School Psychologists

### Domains of School Psychology Training and Practice

**STANDARD 1: Data-Based Decision Making and Accountability**

The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

**STANDARD 2: Consultation and Collaboration**

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

**STANDARD 3: Learning and Instruction**

The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

**STANDARD 4: Socialization and Development of Life Skills**

The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**STANDARD 5: Student Diversity in Development and Learning**

The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**STANDARD 6: School and Systems Organization, Policy Development, and Climate**

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

**STANDARD 7: Prevention, Crisis Intervention, and Mental Health**

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**STANDARD 8: Home/School/Community Collaborations**

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**STANDARD 9: Research and Program Evaluation**

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

**STANDARD 10: School Psychology Practice and Development**

The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**STANDARD 11: Technology Standards**

The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

# Appendix D

## Course Alignment with NASP Domains

<b>NASP Domain of Training &amp; Practice</b>	<b>Courses Addressing Domain</b>
<b>Data-Based Decision Making and Accountability</b>	200:240 Introduction to School Psychology 200:280 Psychological Consultation in Schools 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:281 Statistics and Measurement 250:282 Individual Intellectual Assessment 250:283 Psychodiagnostics 250:284 Advanced Psychodiagnostics
<b>Consultation and Collaboration</b>	200:176g Learning & Behavioral Problems in Education 200:240 Introduction to School Psychology 200:280 Psychological Consultation in Schools 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:282 Individual Intellectual Assessment 290:254 Counseling Children and Adolescents
<b>Learning and Instruction</b>	200:176g Learning & Behavioral Problems in Education 200:214 Foundations of Instructional Psychology 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:282 Individual Intellectual Assessment 250:283 Psychodiagnostics
<b>Socialization and Development of Life Skills</b>	200:176g Learning & Behavioral Problems in Education 200:140g Social Psychology 200:232 Risk and Resilience 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:284 Advanced Psychodiagnostics 290:254 Counseling Children and Adolescents
<b>Student Diversity in Development and Learning</b>	200:140g Social Psychology 200:176g Learning & Behavioral Problems in Education 200:232 Risk and Resilience 200:240 Introduction to School Psychology 200:280 Psychological Consultation in Schools 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:282 Individual Intellectual Assessment 250:283 Psychodiagnostics 250:284 Advanced Psychodiagnostics 290:254 Counseling Children and Adolescents

<b>School and Systems Organization, Policy Development, &amp; Climate</b>	200:176g Learning & Behavioral Problems in Education 200:232 Risk and Resilience 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 250:282 Individual Intellectual Assessment
<b>Prevention, Crisis Intervention, &amp; Mental Health</b>	200:232 Risk and Resilience 200:240 Introduction to School Psychology 200:289 Seminar in Education & Psychology 200:291 Internship in School Psychology 290:254 Counseling Children and Adolescents
<b>Home/School/Community Collaborations</b>	200:232 Risk and Resilience 200:289 Seminar in Education & Psychology 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:282 Individual Intellectual Assessment 250:283 Psychodiagnostics
<b>Research and Program Evaluation</b>	200:240 Introduction to School Psychology 200:289 Seminar in Education & Psychology 200:291 Internship in School Psychology 230:238 Assessment and Evaluation of Literacy 250:205 Educational Research 250:281 Statistics and Measurement 250:282 Individual Intellectual Assessment
<b>School Psychology Practice and Development</b>	200:240 Introduction to School Psychology 200:280 Psychological Consultation in Schools 200:290 Practicum in Education & Psychology 200:291 Internship in School Psychology 220:260 Special Education Law and Policy 230:238 Assessment and Evaluation of Literacy 250:282 Individual Intellectual Assessment 290:254 Counseling Children and Adolescents
<b>Technology Standards</b>	200:176g Learning & Behavioral Problems in Education 200:240 Introduction to School Psychology 200:280 Psychological Consultation in Schools 200:291 Internship in School Psychology 250:281 Statistics and Measurement

# Appendix E

## Student Self-Evaluation of NASP Domains

## Self-Evaluation – Domains of School Psychology Training and Practice

1 – Unsatisfactory   2 – Developing   3 – Competent   4 – High Competent   5 – Exceptional

- |  |                          |
|--|--------------------------|
| <p>1. <b>Data-Based Decision-Making and Accountability</b><br/>Able to define current problem areas, strengths, and needs through assessment, and measure the effects of the decisions that result from the problem solving process</p>                        | <p>1   2   3   4   5</p> |
| <p>2. <b>Consultation and Collaboration</b><br/>Able to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level</p>  | <p>1   2   3   4   5</p> |
| <p>3. <b>Effective Instruction &amp; Development of Cognitive/Academic Skills</b><br/>Able to develop challenging but achievable cognitive/academic goals, provide information about ways to achieve these goals, and monitor progress toward these goals</p>  | <p>1   2   3   4   5</p> |
| <p>4. <b>Socialization and Development of Life Skills</b><br/>Able to develop challenging but achievable behavioral/affective/adaptive goals, provide information about ways to achieve these goals, and monitor progress towards these goals</p>              | <p>1   2   3   4   5</p> |
| <p>5. <b>Student Diversity in Development and Learning</b><br/>Aware of, appreciates, and works with individuals and groups from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds</p>   | <p>1   2   3   4   5</p> |
| <p>6. <b>School and Systems Organization, Policy, and Climate</b><br/>Able to understand 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</p> | <p>1   2   3   4   5</p> |
| <p>7. <b>Prevention, Crisis Intervention, and Mental Health</b><br/>Has knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs</p>  | <p>1   2   3   4   5</p> |
| <p>8. <b>Home/School/Community Collaboration</b><br/>Has knowledge of family influences that affect students’ wellness, learning, and achievement, and able to form partnerships between parents, educators, and the community</p>                             | <p>1   2   3   4   5</p> |
| <p>9. <b>Research and Program Evaluation</b><br/>Knows current literature on education and child development, able to translate research into practice, and conduct investigations relevant to their own work</p>  | <p>1   2   3   4   5</p> |
| <p>10. <b>School Psychology Practice and Development</b><br/>Takes responsibility for developing as professional and practices in ways which meet all appropriate ethical, professional, and legal standards</p>   | <p>1   2   3   4   5</p> |
| <p>11. <b>Information Technology</b><br/>Has knowledge of information sources and technology relevant to work and access, evaluate, and utilize this in ways that safeguard or enhance quality of services</p>   | <p>1   2   3   4   5</p> |

# Appendix F

## Student Self-Evaluation & Goal Setting Format

## Student Self-Evaluation & Goal Setting

Name:

Advisor:

Semester/Year:

**Professional Memberships:** List all professional associations in which you currently hold membership.

**II. Conferences & Workshops Attended:** List all local, state, and national professional meetings you attended. List the title and presenter(s) of any workshops attended.

**Presentations:** List the topic, occasion, and date of any presentations you made at professional meetings (using APA format), or teacher/parent in-service presentations you made.

**Coursework:** List all the courses you are taking this semester and reflect on significant learning experiences resulting from these courses.

**Practicum:** Describe your practicum experiences for this semester and reflect on significant learning and professional experiences resulting from these experiences.

**Research:** Describe your progress toward completion of either the master's paper or specialist thesis.

**Goals for Next Semester:** Discuss your learning goals for next semester in regards to academics, practicum, research, and professional growth.

# Appendix G

## Data Collection & Accountability Plan

## School Psychology Program Data Collection and Accountability Plan

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Admissions	Matriculation to Ed.S.	Recommendation to Internship	Recommendation to Licensure	Post-Graduation
<ul style="list-style-type: none"> <li>• GRE scores</li> <li>• Undergrad cum GPA</li> <li>• Interview applicants who decline admission</li> <li>• Maintain database on applicants admitted/ not admitted</li> </ul>	<ul style="list-style-type: none"> <li>• GPA <math>\geq</math> 3.0</li> <li>• Completion of required coursework</li> <li>• Review of any notification of concern forms</li> <li>• MAE paper defended and approved</li> <li>• Practicum I evaluation</li> <li>• Practicum II evaluation</li> <li>• Student Portfolios</li> <li>• Practicum logs</li> </ul>	<ul style="list-style-type: none"> <li>• GPA <math>\geq</math> 3.00</li> <li>• Completion of required coursework</li> <li>• Review of any notification of concern forms</li> <li>• Practicum III evaluation</li> <li>• Practicum IV evaluation</li> <li>• Student Portfolios</li> <li>• Practicum logs</li> </ul>	<ul style="list-style-type: none"> <li>• Praxis II score</li> <li>• Thesis defended and approved</li> <li>• Pass Comprehensive Case study</li> <li>• Internship Evaluations</li> <li>• Self-evaluation of NASP domains</li> <li>• Internship logs</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni survey (future)</li> <li>• Employer survey (future)</li> <li>• Focus groups with state leaders</li> <li>• Feedback from faculty</li> </ul>

# Appendix H

## Notification of Concern Form

**Academic/Clinical Notification of Concern – Description of Concern**  
School Psychology Program – University of Northern Iowa

Name:  
Professor/Supervisor:

Semester & Year:

*Please identify and describe the areas in which the student experiences difficulties that may interfere with his/her ability to perform successfully in subsequent classes and/or in the profession of school psychology.*

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Speaking Skills         | <input type="checkbox"/> Initiative              | <input type="checkbox"/> Content/knowledge       |
| <input type="checkbox"/> Writing Skills          | <input type="checkbox"/> Self-confidence/poise   | <input type="checkbox"/> Professionalism/ethics  |
| <input type="checkbox"/> Attendance/reliability  | <input type="checkbox"/> Judgment/common sense   | <input type="checkbox"/> Interpersonal skills    |
| <input type="checkbox"/> Teamwork Skills         | <input type="checkbox"/> Response to supervisors | <input type="checkbox"/> Rapport building skills |
| <input type="checkbox"/> Communication           | <input type="checkbox"/> Responsibility          | <input type="checkbox"/> Attitude                |
| <input type="checkbox"/> Other (please identify) |  |  |

*Describe specific examples of behavior(s) of concern:*

*Describe appropriate and expected behaviors:*

*Recommendations with regard to the School Psychology Program. Check all that apply.*

- |  |  |
|--|--|
| <input type="checkbox"/> Continue in program with close supervision  | <input type="checkbox"/> Needs appropriate academic/personal support services  |
| <input type="checkbox"/> Should repeat this course before proceeding | <input type="checkbox"/> Should consider pursuit of other career opportunities |
| <input type="checkbox"/> Other (specify)                             |  |

Professor/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

*Signatures indicate that concerns have been discussed with student.*

Original: School Psychology Program Coordinator  
SEC 617

cc: Student  
Professor/Supervisor (named above)  
Student's Advisor

