



# University of Northern Iowa School Psychology Program

## Student Handbook

## Table of Contents

|    |  |    |
|----|--|----|
| 1. | School Psychology Faculty and Staff.....         | 4  |
| 2. | Program Overview .....                           | 5  |
|    | ➤ Program Mission and Philosophy.....            | 5  |
|    | ➤ Program Goals and Objectives .....             | 6  |
|    | ➤ School Psychology in Iowa.....                 | 7  |
|    | ➤ School Psychology at UNI .....                 | 7  |
|    | ➤ School Psychology Faculty .....                | 8  |
| 3. | Planning Your Program.....                       | 8  |
|    | ➤ Admission to the Program.....                  | 8  |
|    | ➤ Residency Requirements .....                   | 9  |
|    | ➤ Admission to Candidacy .....                   | 9  |
|    | ➤ Academic Advising.....                         | 10 |
|    | ➤ Students with Disabilities.....                | 10 |
|    | ➤ Course Sequences.....                          | 10 |
|    | ➤ MAE Paper & Ed.S. Thesis.....                  | 13 |
|    | ➤ Preparing for Practicum.....                   | 14 |
|    | ➤ Preparing for Internship.....                  | 15 |
|    | ➤ Comprehensive Case Study.....                  | 16 |
|    | ➤ Employment Outside of the Program.....         | 16 |
| 4. | Grades & Coursework.....                         | 17 |
|    | ➤ Grades .....                                   | 17 |
|    | ➤ APA Style.....                                 | 18 |
|    | ➤ Writing Resources.....                         | 18 |
|    | ➤ University Library Resources.....              | 18 |
|    | ➤ Computer Support Services & Computer Labs..... | 19 |
| 5. | Ethical & Professional Expectations .....        | 19 |
|    | ➤ Ethical Behavior.....                          | 19 |
|    | ➤ Professional Behavior.....                     | 25 |
|    | ➤ Professional Associations.....                 | 26 |

|     |  |    |
|-----|--|----|
| 6.  | Assessment of Student Progress.....                                | 28 |
|     | ➤ Student Self-Evaluation.....                                     | 28 |
|     | ➤ Praxis Exam.....   | 28 |
|     | ➤ Satisfactory Progress .....                                      | 28 |
|     | ➤ Notification of Concern.....                                     | 30 |
| 7.  | Communication .....  | 31 |
|     | ➤ Electronic Mail.....   | 31 |
|     | ➤ Mailboxes & Bulletin Boards .....                                | 31 |
|     | ➤ Student Representation on “School Psychology Committee” .....    | 31 |
| 8.  | Fees & Financial Assistance.....                                   | 31 |
|     | ➤ Federal Student Aid Programs .....                               | 31 |
|     | ➤ Graduate Assistantships and Scholarships .....                   | 31 |
| 9.  | Student Grievances.....  | 32 |
| 10. | University Anti-Discrimination and Harassment Policy.....          | 32 |
| 11. | Appendices .....   | 55 |
|     | A. Description of Faculty Research Interests.....                  | 55 |
|     | B. Advising Checklist .....  | 57 |
|     | C. NASP Domains of School Psychology Training and Profession ..... | 60 |
|     | D. Course Alignment with NASP Domains.....                         | 63 |
|     | E. Program Support of Class A License Extension.....               | 66 |
|     | F. Students Self-Evaluation of NASP Domains .....                  | 68 |
|     | G. Program Data Collection & Accountability Plan .....             | 71 |
|     | H. Notification of Concern Form.....                               | 73 |

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# 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 tries to maintain the student handbook as close to real practice as possible.

In addition to this handbook, information specific to program research requirements (MAE paper and Ed.S. thesis) and the internship experience is found in the Internship Manual and the Research Guidelines. 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 affect 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 affect 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 full-time program which consists of two degrees: a 32 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 (39 hours if thesis option). A minimum of

68 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.

## **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, 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 50<sup>th</sup> 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 is designed to be a full-time program.

## **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 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 December 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 MAE: Educational Psychology, must complete the entire application process to the UNI School Psychology Program. More information about this process can be obtained from Dr. Kerri Clopton, Program Coordinator. If admitted, any deficiencies in a student's prior graduate background will be made part of the student's Ed.S. requirements.

### Master's Level Candidacy

The requirements for the MAE degree are included in a student's Advisement Report, which can be accessed by the student through MyUNIverse Student Center. Only courses indicated in the Advisement Report and pre-approved electives will be accepted for credit towards the degree. A student may complete additional elective courses if they so choose.

### Specialist Level Candidacy

The requirements for the Ed.S. are included in the student's Advisement Report. If a student did not receive his or her MAE degree at UNI, the student must review their prior educational history with their advisor and the program coordinator to determine the most appropriate program of study to meet the competencies outlined by the program, university, and the Iowa Board of Educational Examiners. 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 choosing a topic for the MAE paper and assisting with choosing a chair for the paper. 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 Student 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. The Office of Student Disability Services is located in room 103 of the Student Health Center. They can be contacted by phone at 319-273-2677 (voice); deaf or HOH, use Relay 711. Additional information on documentation and services is available on their website, [www.uni.edu/sds](http://www.uni.edu/sds). 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 Sequences**

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:

## MAE Sequence

### Year 1: Masters of Arts in Education – Fall

---

|              |                                    |            |
|--------------|------------------------------------|------------|
| EDPSYCH 6240 | Introduction to School Psychology  | 3 credits  |
| EDPSYCH 6215 | Foundations of Instruction         | 3 credits  |
| EDPSYCH 6288 | Practicum I                        | 1 credit   |
| MEASRES 6282 | Individual Intellectual Assessment | 4 credits  |
| MEASRES 6205 | Educational Research               | 3 credits  |
|              |                                    | <hr/>      |
|              |                                    | 14 credits |

### Year 1: Masters of Arts in Education – Spring

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|                              |   |            |
|------------------------------|---|------------|
| MEASRES 6283                 | Academic Assessment and Intervention  | 4 credits  |
| EDPSYCH 6280                 | Psychological Consultation in Schools   | 3 credits  |
| EDPSYCH 5176 or<br>SPED 5180 | Learning & Behavioral Problems in Education or<br>Interdisciplinary Study of Disability | 3 credits  |
| LITED 6238                   | Advanced Assessment & Evaluation of Literacy  | 3 credits  |
| EDPSYCH 6299                 | Masters Research  | 1 credit   |
| EDPSYCH 6288                 | Practicum II  | 1 credit   |
|                              |   | <hr/>      |
|                              |   | 15 credits |

### Year 1: Masters of Arts in Education – Summer

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|              |  |           |
|--------------|--|-----------|
| EDPSYCH 5232 | Risk & Resilience: Child, Family, School &<br>Community* | 3 credits |
| MEASRES 6281 | Measurement and Statistics                               | 3 credits |
|              |  | <hr/>     |
|              |  | 6 credits |

\*counts on EdS plan of study

## Ed.S. Sequence

### Year 2: Educational Specialist – Fall

|                    |   |            |
|--------------------|---|------------|
| MEASRES 6284       | Psychosocial Assessment                         | 4 credits  |
| EDPSYCH 6270       | Behavioral Interventions in School Settings     | 3 credits  |
| SPED 6260          | Special Education Law and Policy                | 3 credits  |
| MEASRES 6299*      | Ed.S Research or Educational Program Evaluation | 3 credits  |
| OR MEASRES<br>6270 |   |            |
| EDPSYCH 6290       | Practicum III                                   | 2 credits  |
|                    |   | <hr/>      |
|                    |   | 15 credits |

### Year 2: Educational Specialist – Spring

|               |   |                  |
|---------------|---|------------------|
| EDPSYCH 6272  | Systems Level Consultation                | 3 credits        |
| EDPSYCH 6260  | Counseling Interventions in School        | 3 credits        |
| MEASRES 6287  | Early Childhood Assessment & Intervention | 3 credits        |
| MEASRES 6299* | Ed.S Research                             | 3 credits        |
| EDPSYCH 6290  | Practicum IV                              | 3 credits        |
|               |   | <hr/>            |
|               |   | 12 or 15 credits |

\*thesis option

### Year 3: Educational Specialist – Fall

|              |                                 |           |
|--------------|---------------------------------|-----------|
| EDPSYCH 6291 | Internship in School Psychology | 3 credits |
|--------------|---------------------------------|-----------|

### Year 3: Educational Specialist – Spring

|              |                                 |           |
|--------------|---------------------------------|-----------|
| EDPSYCH 6291 | Internship in School Psychology | 3 credits |
|--------------|---------------------------------|-----------|

## MAE Paper

A Master's research paper is required of all students who have not already completed a thesis or extensive literature review at the Master's degree level. Students who completed a thesis or literature review as part of a Master's degree program may request to have the master's paper 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 master's paper standards. This determination will be based on written quality of the paper and the thoroughness of the literature review. Students who have not completed an extensive literature review or thesis as a part of an earned master's degree will complete the requirements for the MAE paper as indicated in the School Psychology Program – Research Guidelines. The MAE paper is a literature review of a school psychology related topic.

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. The committee chair will assist the student in the selection of an additional committee member. **The MAE paper must be completed and approved by the Friday of finals week during the spring semester of the MAE year.** Students must work with their MAE paper chair to establish a timeline for the completion of the paper. In developing the timeline, students should plan for a 2 to 3 work week “turnaround” time for feedback from their committee chair and second reader (university holidays do not count as work time). Students should expect to complete multiple drafts of the MAE paper following edits from the chair. It is common for a student to complete 3 to 4 drafts of their paper before completion. The MAE paper should not be sent to the second reader until it has been approved by the committee chair unless otherwise requested by committee members. All feedback and recommended changes must be addressed by the Friday of finals weeks during the spring semester of the MAE year. An electronic copy of the final MAE paper, with approved corrections, and the signed approval page must be given to Deb Jacobs (see Research Guidelines).

If the MAE paper is not completed and approved by the Friday of finals week of the spring semester of the MAE year, the student will not be able to graduate from the MAE program nor be admitted to the Ed.S. program. The School Psychology Committee will make decisions about the appropriateness of continued coursework for students who do complete the MAE paper by the deadline.

There is additional information about the MAE paper in School Psychology Program – Research Guidelines.

## Ed.S. Thesis

The Ed.S. program is offered with a thesis or non-thesis option. Students completing the thesis-option register for 3-credits of Research (EDPSYCH 6299) during the fall and spring of the Ed.S. coursework year. Students completing the non-thesis option Ed.S. must successfully complete Monitoring Progress in Individuals and Groups (MEASRES 6260).

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. Ideally, a thesis idea will stem from the MAE paper. Students must have a faculty member agree to chair their thesis; students are not guaranteed a thesis chair. Faculty members are likely to agree to chair a thesis if the research topic is in their area of expertise or interest; if the student has demonstrated the work ethic and writing skills necessary to successfully complete a thesis; and if the study can be completed in the designated time period. It is strongly encouraged that the thesis be completed prior to the internship year. Students need to work with their committee chair to establish thesis expectations and a timeline for completion. **Faculty will only provide feedback on thesis drafts during the fall and spring semesters. The thesis defense can only be scheduled between September and April.**

If the thesis is not completed by the end of the internship, a student cannot be recommended for full licensure as a School Psychologist. Students who have not completed the thesis requirement by the end of their internship will only be recommended for an extension of their Class A license if they have made significant progress towards completion or if extenuating circumstances prevented reasonable progress (see Appendix E for policy related to recommendations for license extension).

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**

Practicum classes are integrated throughout the program, beginning the first semester of the first year. 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. Students should wear their UNI identification card or a nametag purchased from the College of Education for \$5.00 per nametag. If lost, the cost of a replacement nametag is \$5.00. The replacement cost of a UNI identification card is determined by the UNI Department of Residence.

### SING Background Check

Students must complete a SING background check through the Office of Teacher Education prior to their first practicum. Once requested, the SING background check will take 3 to 7 days for the results. The costs of the background check is \$20. Additional information is available at <http://www.uni.edu/teachered/sing-background-check>

### Mandatory Reporter Training

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.

## **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 EDPSYCH 6291 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 has no unresolved Notice(s) of Concern.
- 5 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 Graduate College, 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 full-time 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 practical experiences. The following guidelines 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 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.

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

## APA Style

It is a program expectation that students will be **proficient users** of the *Publication Manual of the American Psychological Association, Sixth 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 Learning Center, located in Rod Library, 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 through <https://grad.uni.edu/current-students>.

## University Library Resources

The Donald O. Rod Library includes collections of about 950,000 books and bound periodicals, 800 current (paper) periodical and newspaper subscriptions, and 1300 electronic periodical and newspaper subscriptions. There are 25 student group study rooms that can be reserved by students and there are 36 laptops available for student checkout. Graduate students have access to interlibrary loan services. 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 <https://www.library.uni.edu/research-help/grad-guide> .

## **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 PCs 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. Students can access a wide range of online technology training at <http://lynda.uni.edu/>

## **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, Sixth 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.

### **3.01 Student Academic Ethics Policy**

#### **Purpose**

*The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.*

*In order to realize its commitments and values, all members of the UNI community must demonstrate academic integrity and ethical behavior and foster academic integrity and ethical behavior in others. Those who violate UNI's standards of academic ethics must be held responsible for their misconduct. Those who observe violations of academic ethics have a responsibility to address it.*

*It is the purpose of this document to describe the responsibilities, provide definitions and examples of conduct which violates academic ethics and recommend appropriate sanctions in the case of misconduct.*

#### **Policy**

##### **I. Responsibilities of Academic Administrators**

*It is the responsibility of the Administration to foster and maintain the culture of the institution, including that of academic ethics and integrity. Ways of supporting this aspect of the University mission and culture may include:*

- A. *Collaborating with faculty in creation of procedures, policies, and tools for the education and enforcement of academic ethics and integrity.*
- B. *Assisting and supporting faculty in the investigation and appropriate correction of violations of academic ethics and integrity*
- C. *Discussing the importance of academic honesty and ethics with students.*
- D. *Addressing violations of the academic ethics policy by a student.*
- E. *Communicating with faculty and students actions taken to address violations of academic ethics.*

##### **II. Responsibilities of Faculty Members**

*Faculty members have responsibilities to model academic integrity and ethics for their students, to educate students about these qualities and behaviors and to promote compliance with the standards described in this policy. They may do so by:*

- A. *Describing in writing and distributing the objectives and requirements of the course they are teaching at the beginning of each semester and summer term;*
- B. *Including a reference to the Academic Ethics policy on each course syllabus every semester;*
- C. *Discussing the importance of academic honesty and ethics with students;*
- D. *Making clear on their syllabus their expectations regarding individual or collaborative work, the use of supplemental aids for examinations and assignments and other specific guidelines they*

*want students to follow in completing assigned course work;*

- E. *Being available to answer students' questions about issues of academic honesty and proper procedures for course work;*
- F. *Addressing violations of the academic ethics policy by a student.*

**III. Responsibilities of Students**

*Students have responsibilities to become educated about the standards of ethics and behavior in the academic community and to adhere to those standards in all of their academic work. Students fulfill their responsibilities by:*

- A. *Reading and becoming familiar with the Academic Ethics policy;*
- B. *Understanding and avoiding actions that violate the Academic Ethics policy ;*
- C. *Undertaking a commitment to act with honesty and integrity in completing any and all academic work;*
- D. *Understanding and applying the proper methods of attribution and citation in all written, oral and electronic submissions;*
- E. *Making sure they understand the requirements and expectations for academic work of each of their professors and to seek clarification from the faculty member when they are unsure if their behavior will violate those expectations;*
- F. *Maintaining University standards by reporting acts of academic misconduct to the faculty member for the course or another academic administrator such as a department head or dean.*

**IV. Academic Ethics Violations**

**A. Plagiarism**

1. *Copying information word for word from a source, including cutting and pasting information from an electronic text, without using quotation marks and giving proper acknowledgment of the source or providing a proper citation.*
2. *Paraphrasing, or putting into one's own words, the text of a source without providing proper acknowledgment of the source or providing a proper citation. The paraphrasing leads the reader of the text to believe that the ideas and arguments presented are one's own.*
3. *Paraphrasing extensive portions of another source, even with citation. The extensive paraphrasing leads the reader of one's own text to believe that the ideas and arguments presented are one's own or it results in one's own contribution to the work being minimal.*
4. *Presenting any work or part of a work or assignment that has been prepared by someone else as one's own. This would include using unauthorized assistance in preparing the work or acquiring written work from another person, purchasing a paper or assignment from a commercial organization, using the work of another person or obtaining the answers or work from any other source.*
5. *Reproducing, without proper citation, any other form of work of another person such as a graph, experimental data or results, laboratory reports, a proof, or a problem solution, in full or in part.*

- B. **Misrepresentation** *Misrepresentation is a false statement of fact. Examples in the academic arena include but are not limited to:*

1. *Arranging for another student to complete course work for one including taking an exam on one's behalf.*
  2. *Taking credit for work one didn't complete, such as taking credit for a team assignment without participating or contributing as expected by one's instructor or team mates.*
  3. *Turning in the same or substantially similar written work to satisfy the requirements for more than one project or course, without the express, prior written consent of the instructor or instructors. If the work is from a prior term's course one would need the express written consent of the current instructor. If you want to submit the work in more than one course during the same term one needs the express written consent of all instructors who will receive the work.*
- C. ***Fabrication*** *Fabrication means falsifying or misusing data in any academic exercise. Examples include but are not limited to:*
1. *Falsifying data collected during a research activity.*
  2. *Presenting falsified data in a paper, manuscript, or presentation.*
  3. *Making up a source for a citation.*
  4. *Citing a source the writer did not use.*
  5. *Altering and resubmitting assignments, tests, quizzes or exams to gain additional credit.*
- D. ***Cheating*** *Cheating is the use or attempted use of any unauthorized assistance in any academic exercise. Examples include but are not limited to:*
1. *Copying from someone else's assignment, paper, quiz or exam.*
  2. *Looking on someone else's exam before or during an examination.*
  3. *Unauthorized use of notes or other aids during a quiz, exam or other performance evaluation.*
  4. *During a quiz or exam, using an electronic device that contains unauthorized information.*
  5. *Communicating or attempting to communicate answers, hints or suggestions during an exam using any means including electronic devices.*
  6. *Collaborating, without prior permission from one's professor, in the preparation of assignments, lab reports, papers or take home exams.*
  7. *Using another person's answers for an assignment.*
  8. *Providing test questions to other students either orally or in written form.*
  9. *Stealing or attempting to steal an exam, exam questions or an answer key.*
- E. ***Impeding fair and equal access to the educational and research process.*** *Examples of this include but are not limited to:*
1. *Tampering with, damaging, hiding or otherwise impeding other students' access to library materials or other related academic resources.*
  2. *Attempting to prevent access by others to the computer system or destroying files or materials in the e-learning system for the course.*
- F. ***Misrepresenting or misusing one's relationship with the University.*** *Examples of this include but are not limited to:*
1. *Falsifying, misusing, or tampering with information such as test scores, transcripts, letters of recommendation or other materials required for admission to and continued*

*enrollment and access in the University's programs or facilities.*



2. *Altering, forging or misusing academic records or any official University form regarding self or others.*
  3. *Presenting false information at an academic proceeding or intentionally destroying evidence important to an academic proceeding.*
  4. *Making a bad faith report of an academic integrity violation.*
  5. *Offering bribes to any University representative in exchange for special favors or consideration in an academic proceeding.*
- G. **Facilitation** *Facilitation occurs when you knowingly or intentionally assist another in committing a violation of any of the previous sections of this academic ethics policy.*

V. **Academic Ethics Sanctions**

*A record of all documented violations will be maintained in the Office of the Executive Vice President and Provost. Notice of all documented violations will also be sent to the Dean of Students. Any reported violation that involves a research activity, as defined in the research misconduct policy, will be reported to the Research Misconduct Officer and the investigation and sanction of research misconduct will be coordinated.*

*Students accused of a violation of academic ethics may appeal the decision using the Academic Grievance process described in 12.01 Academic Grievance Policy*

A. **Level One Violations**

*Level One violations occur because of inexperience or lack of knowledge of principles of academic ethics on the part of the person committing the violation. These violations only involve a small fraction of the total course work, are not extensive, occur on a minor assignment and would not have appreciably increased the student's grade in the course.*

*Examples include but are not limited to:*

- *Working with another student on a homework assignment or a lab report when the instructor has not explicitly authorized collaborative work.*
- *Failure to properly cite once in a paper.*
- *Possible sanctions are, but are not limited to:*
- *Giving no credit for the assignment; course grade determined in the usual manner.*
- *Requiring a makeup assignment that is more difficult than the original assignment.*
- *Completing an assignment involving practice of proper citation.*
- *Reprimanding the student in writing in the form of a letter addressed to the student and copied to the faculty department head, the student's department head (if different) and the Office of the Executive Vice President and Provost. The letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy. Level One reprimands will be placed in the student's file maintained in the Office of the Executive Vice President and Provost but will not be made public or attached to transcripts or other records. The Provost will notify the student in writing that such action has been taken.*

**B. *Level Two Violations*** *Level Two violations involve dishonesty and/or affect a significant portion of the course work.*

*Examples include but are not limited to:*

- *Direct quotation or paraphrasing, more than once in an assignment without acknowledging the source.*
- *Copying on an examination.*
- *Giving unauthorized assistance to someone during an exam.*
- *Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the instructor.*
- *Using the work of collaborators on an assignment or laboratory report without acknowledging their contributions.*

*Possible sanctions include, but are not limited to:*

- *No credit for the assignment; course grade determined in the usual manner.*
- *No credit for the assignment; reduction in course grade.*
- *Completing an assignment on academic ethics.*

*Reprimanding the student in writing in the form of a letter addressed to the student and copied to the faculty department head, the student's department head (if different) and the Office of the Executive Vice President and Provost. The letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy. The Executive Vice President and Provost or designee will notify the student in writing that such action has been taken.*

**C. *Level Three Violations***

*Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements or assisting others to dishonestly complete such work. A third Level One violation or second Level Two violation will also be considered as a Level Three violation.*

*Examples include but are not limited to:*

- *Using prohibited materials during an exam.*
- *Altering an exam or assignment and submitting it for re-grading.*
- *Acquiring or distributing exam questions from an unauthorized source.*
- *Acquiring or distributing an exam answer key from an unauthorized source.*
- *Plagiarism that exceeds the Level Two violation threshold.*
- *Presenting the work of another person as one's own.*
- *Interfering with other students' access to course materials in the library or electronically posted.*
- *Fabricating research data.*

*Required sanctions:*

- *Disciplinary failure for the course. (This will appear on the student's transcript.)*
- *Reprimanding the student in writing in the form of a letter addressed to the student and*

*copied to the faculty department head, the student's department head (if different) and the*

*Office of the Executive Vice President and Provost. The letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy. The Executive Vice President and Provost or designee will notify the student in writing that such action has been taken.*

*Possible further sanction, determined by the Office of the Executive Vice President and Provost, based on the student's prior record of academic ethics violations, includes disciplinary probation.*

**D. Level Four Violations**

*Level Four violations are the most serious breaches of intellectual ethics.*

*Examples include but are not limited to:*

- Breaches of academic ethics which involve forgery, theft or falsification of University documents or credentials.*
- Taking an exam for someone else or having someone else take an exam for you.*
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without proper acknowledgment of the source and/or presenting the ideas of another as your own in a senior thesis, master's thesis or doctoral dissertation, in scholarly articles submitted to refereed publications or conferences as a student.*
- Willful violation of a canon of an ethical code of the profession for which a student is preparing.*
- Repeated lower level violations such as fourth Level One, third Level Two or second Level Three violation.*

*Required sanctions:*

- Reprimanding the student in writing in the form of a letter addressed to the student and copied to the faculty department head, the student's department head (if different) and the Office of the Executive Vice President and Provost. The letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy. The Executive Vice President and Provost or designee will notify the student in writing that such action has been taken.*
- Permanent expulsion from the University and a notation of "academic disciplinary separation" on the student's transcript.*

*Faculty Senate, approved April 16, 2012*

*President's Cabinet, approved August 6, 2012*

*<http://www.uni.edu/policies/301>*

## **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
- Personal appearance can be casual but should be professional

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 Association of School Psychologists. 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 26,000 members of NASP. A Student Membership costs \$75 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 <https://www.nasponline.org/membership-and-community/rates-and-categories>.

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 \$20.00 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 access to the "Members Only" section of the ISPA website and reduced registration rates at ISPA conferences and workshops.

### 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 F. Students are evaluated on both work performance and professional/interpersonal competence. If concerns are expressed, faculty will work with students to remedy the problem.

### Praxis Exam

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/nasp>. 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 147 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/standards-and-certification/national-certification/apply-for-the-ncsp>.

### Satisfactory Progress

Students are expected to maintain high academic standards. The Graduate College requires the following in the area of scholarship

#### *Scholarship*

*A cumulative grade index of 3.00 (B average) must be earned in all courses required for the degree or applying to the degree. The Plan GPA on the advisement report is used to monitor this. No more than six (6) semester hours of C credit (C+, C, C-) may be applied*



toward credit for graduation. When C-range grades on the advisement report exceed the six hour limit, one or more of such courses must be repeated. Individual departments may identify specific courses within the degree for which a minimum grade of B is required. A course taken to satisfy degree requirements in which a student receives a D+, D, D- F or NC grade will not be considered satisfactory and must be repeated. **The original grade for any repeated course will be included in the computation for the Plan GPA, as well as in the overall cumulative GPA. (2014-2016 Catalog)**

### ***Graduate Probation and Suspension - Degree Status Students***

Graduate students in degree programs are expected to maintain high academic standards. At the end of each term and when incomplete grades revert to F (Failure) graduate student records are reviewed. Students with unsatisfactory performance are placed on probation or are suspended from graduate degree programs and any graduate enrollment at UNI. Students are evaluated for probation and suspension based on attempted degree hours. Attempted degree hours are any credit hours on the advisement report for which the student receives a mark (A through F, W, I, RC, CR, NC) or for which the term and dates of the course have passed, even if there is no mark.

A student who has attempted nine (9) to seventeen (17) semester hours on the advisement report and attained a Plan GPA less than 3.00 will be placed on probation. If the student attempts eight (8) or more hours while on probation without qualifying as a degree candidate (GPA of 3.00), the student is reviewed for suspension from graduate degree programs. A student who has attempted eighteen (18) or more semester hours on the advisement report and attained a Plan GPA less than 3.00 will be suspended. It is not required that such a student receive a semester of probation first. Students placed on academic suspension cannot enroll in non-degree graduate status or take courses at another institution to transfer to the student's degree, or advance in their program during the year of academic suspension. It may be permitted for the student to register in undergraduate courses during the year of suspension. (2014-2016 Catalog)

### ***Reinstatement***

When a student is suspended, at least one calendar year must elapse before application for readmission to a graduate degree program may be made. After one full calendar year on suspension, a suspended student who wishes to enroll in classes must submit an Application for Readmission to Graduate Program and receive approval from the graduate program/department and the Graduate College for reinstatement and removal from suspension. The Application for Readmission to Graduate Program is not available online. It may only be obtained from the Graduate College after consultation with the Associate Dean.

A student reinstated after suspension who fails to attain a Plan GPA, Total, of 3.00 with the first 8 credits after reinstatement will be permanently suspended from the graduate program.

In determining a graduate student's GPA, all graded course work on the advisement report will be used as a basis of computation. ***If the student does not yet have an advisement***

*report showing degree requirements (this can occur if the student's admission file is incomplete), all graduate courses will be used as a basis of computation. If a graduate student repeats a course, both grades will be used in computing the GPA.*

*If a student feels there has been some procedural irregularity concerning her/his suspension from the university, the student may request a review by the Graduate College. This review may be conducted by the Dean of the Graduate College (or designee). (<http://catalog.uni.edu/generalinformation/graduateinformation/>)*

The above policies and others related to graduate study at the University of Northern Iowa are available in the University Catalog (<http://catalog.uni.edu/generalinformation/graduateinformation/>). Students are encouraged to review these policies.

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 any unresolved Notices of Concern. 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 H.

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.

## Communication

### 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

Student and faculty mailboxes are located in the Department of Educational Psychology, Foundations, & Leadership Studies main office. These boxes serve as another important means of communication between the program and students.

### 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 cohort 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, 319-273-2700.

### 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, <http://www.grad.uni.edu/assistantships>.

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. Graduate assistants are required to turn in an evaluation of their GA experience to the Graduate College at the end of each semester. Students need to watch their email for details about this requirement.

## **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 or <https://www.uni.edu/policies/1201>

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

The following statement comes from the University of Northern Iowa Policies and Procedures Manual, Section 13.02: 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures

<https://www.uni.edu/policies/1302> 1/18

### 13.02 Discrimination, Harassment, and Sexual

**Purpose:** Members of the campus community are entitled to an educational and working environment free of discrimination, harassment, and retaliation.

**Policy Statement:** The University of Northern Iowa is committed to achieving fairness and equity in all aspects of the educational enterprise and therefore prohibits discrimination, harassment, and retaliation under this policy. Alleged violations of this policy are subject to resolution using the Complaint Resolution Process detailed below. This policy applies regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators, and/or staff.

Persons who experience discrimination, harassment, or sexual misconduct may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry, or depressed. The University provides a variety of resources to assist individuals who have experienced discrimination, harassment, or sexual misconduct to address the effects of the incident and to help them determine whether and how to make a formal complaint about the incident. Additional resource-related information can be found in Section VIII and at [uni.edu/safety](http://uni.edu/safety).

All reports of discrimination, harassment, and/or retaliation shall be promptly made to the Title

IX Officer (or designated Deputy Coordinator). The Assistant to the President for Compliance and Equity Management serves as the Title IX Officer and ADA/504 Coordinator and oversees implementation of the University's Affirmative Action Plan and the University's Policy on Discrimination, Harassment, and Sexual Misconduct. The designated Title IX Deputy Coordinators are the Dean of Students, Senior Associate Athletic Director, and Associate Director of Compliance and Equity Management. For those individuals who become aware of incidents involving discrimination, harassment, or sexual misconduct, reporting responsibilities are described in Section III below. A complainant's options for reporting are addressed more specifically in Section IV below.

## I. Prohibited Conduct

### A. Discrimination

The University of Northern Iowa adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. The University prohibits discrimination against any employee, applicant for employment, student or applicant for admission on the basis of any protected class. Protected classes include: age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other protected category under applicable federal, state, or local law, including protections for those opposing discrimination or participating in any complaint process on campus or with other human rights agencies.

This policy covers discrimination in employment and in access to educational opportunities. Discrimination is defined as adverse treatment of an individual based on that individual's membership in one or more of the protected groups listed above. Therefore, any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, housing and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on discrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University according to the procedures outlined in this policy.

### B. Harassment

The University prohibits harassment against any employee, student, visitor, or guest on the basis of any class protected by University policy or law as identified in Section I.A. above. This policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters. The sections below describe the specific forms of prohibited harassment under University policy.

#### 1. Bias-Related Harassment

This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual's work or academic environment.

This environment may be created by verbal, written, graphic, threatening and/or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities. Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this policy but may be addressed through education and/or other resolution methods.

## 2. Sexual Harassment

This policy prohibits any form of sexual harassment. Sexual harassment is unwelcome sexual- or gender-based verbal, written, online, and/or physical conduct. Anyone experiencing sexual harassment in any University program is encouraged to report it online, to the University's Title IX Officer or a Deputy Coordinator, or by methods identified in the Complaint Resolution Process Section (IV.A. Confidentiality and Reporting of Offenses). Sexual harassment creates a hostile environment and may be disciplined when it is sufficiently severe, pervasive, persistent, or objectively offensive that it: has the effect of unreasonably interfering with, denying, or limiting employment opportunities or the ability to participate in or benefit from the University's educational, social, and/or residential program, or is based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.

Some examples of possible sexual harassment include:

A professor insists that a student have sex with the professor in exchange for a good grade. This is harassment regardless of whether the student complies with the request.

A student repeatedly sends sexually oriented jokes on an e-mail list the student created, even when asked to stop, causing one recipient to avoid the sender on campus and in the residence hall in which they both live.

Two supervisors frequently rate several employees' bodies and sex appeal, commenting suggestively about their clothing and appearance.

Consensual Relationships. Consensual romantic and/or sexual relationships where a power differential exists, whether real or perceived, may constitute sexual harassment. The effect of such a relationship may render an individual's work, academic, or social environment intimidating, offensive, or hostile. Hence, all University employees are strongly discouraged from entering into romantic and/or sexual relationships which could lead to the creation of a hostile educational, social, and/or work environment for other members of the University community.

## 3. Sexual Misconduct

This policy prohibits any form of sexual misconduct. Acts of sexual misconduct may be committed by any person upon any other person, regardless of the sex, gender, sexual orientation, and/or gender identity of those involved. The definition of consent below will be used in the interpretation and application of this policy:

Consent. Consent is knowing, voluntary, and clear permission by word or action to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Consent to a specific sexual contact (such as kissing or fondling) cannot be presumed to be consent for another specific sexual activity (such as intercourse). A current or previous dating relationship is not sufficient to constitute consent. Silence or the absence of resistance alone is not consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Individuals can withdraw consent at any time during sexual activity by expressing in words or actions that they no longer want the act to continue, and, if that happens, the other person must stop immediately.

A person cannot consent if he or she is incapacitated. Under this policy, a person is incapacitated if he or she is disabled or deprived of ability to act or reason for one's self, is unable to understand what is happening, or is 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures <https://www.uni.edu/policies/1302> 4/18 disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs.

Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint, and/or from taking of an incapacitating substance. Under Iowa law, a person is incapacitated if the person is temporarily incapable of apprising or controlling the person's own conduct due to the influence of a narcotic, anesthetic, or intoxicating substance; if a person is unable to communicate an unwillingness to act because the person is unconscious, asleep, or is otherwise physically limited; or if the person has a bodily impairment or handicap that substantially limits the person's ability to resist or flee.

An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the respondent to a claim of sexual misconduct was intoxicated and, therefore, did not realize the other person's incapacity.

The following are types of prohibited sexual misconduct under this policy:

- a. Sexual Harassment (defined in Section I.B.2. above)
- b. Non-Consensual Sexual Intercourse

Defined as: any sexual penetration or intercourse (anal, oral, or vaginal) however slight with any object by a person upon another person that is without consent and/or by force.

Sexual penetration includes vaginal or anal penetration by a penis, tongue, finger, or object, or oral copulation by mouth-to-genital contact or genital-to-mouth contact.

### c. Non-Consensual Sexual Contact

Defined as: any intentional sexual touching however slight with any object by a person upon another person that is without consent and/or by force.

Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth, or other bodily orifice of another individual or any other bodily contact in a sexual manner.

### d. Sexual Exploitation

Defined as: taking non-consensual or abusive sexual advantage of another; and the conduct does not fall within the definitions of sexual harassment, non-consensual sexual intercourse, or non-consensual sexual contact. Examples of sexual exploitation include, but are not limited to: 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures <https://www.uni.edu/policies/1302> 5/18 sexual voyeurism (such as watching a person undressing, using the bathroom, or engaging in sexual acts without the consent of the person observed) taking photographs, video recording, or audio recording of another in a sexual act or in any other private activity without the consent of all persons involved in the activity exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity or disseminating sexual pictures without the photographed person's consent) engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) without informing the other person of the infection administering alcohol or drugs (such as "date rape" drugs) to another person without the person's knowledge or consent

### e. Relationship Violence

Defined as: violence between those in an intimate relationship (this includes romantic, dating, or domestic relationships). Examples include, but are not limited to: physical assault between two people in a current or prior intimate relationship who do not live together (Dating Violence) physical assault between two people in an intimate relationship who live together

(Domestic Violence)

See Section VIII.C. below for the definition of Domestic Violence and Dating Violence under Iowa law.

### f. Stalking

Defined as: a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear or suffer substantial emotional distress.

Examples include, but are not limited to: sending multiple unwanted text messages, phone calls, or electronic communications following, watching, photographing, or otherwise tracking an individual without his or her permission sending unwelcome gifts, notes, or other items to another person



See Section VIII.C. below for a definition of Stalking under Iowa law.

### C. Retaliation

The University seeks to create an environment where its students and employees are free, without fear of reprisal, to use its procedures to determine if there has been a violation of their civil rights. Any act of retaliation will result in appropriate disciplinary action.

Retaliation is defined as any adverse action taken against a person participating in a protected activity because of 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures [https://www.uni.edu/policies/1302\\_6/18](https://www.uni.edu/policies/1302_6/18) their participation in that protected activity. Retaliation against an individual for alleging a violation of their civil rights, supporting a complainant, or for assisting in providing information relevant to a claim, is a serious violation of the this policy. Acts of alleged retaliation should be reported immediately to the Title IX Officer or Deputy Coordinators. For other acts of alleged retaliation, see Policy 13.19 Retaliation and Misconduct Reporting.

### D. Other Offenses

This policy prohibits other offenses of a discriminatory, harassing, and/or retaliatory nature not included in the previous sections as follows:

Intimidation, defined as implied threats or acts that cause a reasonable fear of harm in another on the basis of actual or perceived membership in a protected class.

Hazing, defined under this policy as acts likely to cause physical or psychological harm or social ostracism to any person within the University community when related to the admission, initiation, pledging, joining, or any other group-affiliation activity on the basis of actual or perceived membership in a protected class. See Section VIII.C. below for a definition of Hazing under Iowa law.

Bullying, defined under this policy as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally on the basis of actual or perceived membership in a protected class. See Section VIII.C. below for a definition of Bullying under Iowa law.

Violation of any other University rule, when it is motivated by sex or gender or the actual or perceived membership of the victim in a protected class, may be pursued using this policy and process.

## II. Jurisdiction/Application

This policy applies to allegations of discrimination, harassment, and retaliation that take place on UNI property or at university-sponsored events, regardless of their location. This policy may also apply to allegations of discrimination, harassment, and retaliation that occur off-campus or to actions online when the Title IX Officer or Deputy Coordinator determines that the off-campus

or online conduct could have an on-campus impact or impact on the educational mission of the University. Such impact includes:

Any action that constitutes a criminal offense as defined by federal, state, or local law;

Any situation where it appears that the respondent may present a danger or threat to the health or safety of self or others;

Any situation that significantly impinges upon the rights, property, or achievements of others or significantly breaches the peace and/or causes social disorder; and/or

Any situation that is detrimental to the educational interests of the University.

The University's response may be limited if the respondent was a guest or is not subject to the University's jurisdiction.

### III. Reporting Responsibilities

It is imperative that supervisors set the tone for the enforcement of this policy. Supervisory employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX

Officer or a Title IX Deputy Coordinator. Non-supervisory employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation involving students are required to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. Any student who is aware of or who witnesses discrimination, harassment, sexual misconduct, or retaliation is encouraged to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. Students who are employed by the University are considered non-supervisory employees for purposes of this policy while acting in the capacity of their University employment.

All initial contacts will be treated with the maximum possible privacy: specific information on any complaint received by 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures <https://www.uni.edu/policies/1302> 7/18 any party will be reported to the Title IX Officer, but, subject to the University's obligation to investigate and redress violations, every reasonable effort will be made to maintain the privacy of those initiating a report or a complaint. In all cases, the University will give consideration to the complainant with respect to how the complaint is pursued but reserves the right, when necessary to protect the community, to investigate and pursue a resolution when an alleged victim chooses not to initiate or participate in a formal complaint.

The Title IX Officer and Deputy Coordinators will also accept anonymous reports. Anonymous reporting will fulfill employees' required reporting responsibilities. Nothing in this policy will infringe upon the rights of employees to engage in concerted activities as guaranteed by Iowa Code 20.8(3).

Please note: This section addresses reporting obligations for members of our campus community

who are made aware of potential violations of this policy. Methods for filing a complaint and the Complaint Resolution Process are detailed in

Section IV. Additional resource-related information can be found in Section VIII and at [uni.edu/safety](http://uni.edu/safety).

In addition, certain employees, known as Campus Security Authorities (CSA), have a legal obligation to file a report with the

University Police concerning suspected criminal activity to meet the requirements of the Jeanne Clery Disclosure of

Campus Security Policy and Campus Crime Statistics Act (Clery Act). Additional information is available at the Public Safety CSA website.

#### A. Title IX Officer and Deputy Coordinators

University Title IX Officer:

Leah Gutknecht, Assistant to the President for Compliance and Equity Management  
117 Gilchrist Hall, 319.273.2846, [leah.gutknecht@uni.edu](mailto:leah.gutknecht@uni.edu)

Title IX Deputy Coordinators:

Leslie Williams, Dean of Students

118 Gilchrist Hall, 319.273.2332, [leslie.williams@uni.edu](mailto:leslie.williams@uni.edu)

Jean Berger, Senior Associate Athletic Director

310 UNI-Dome, 319.273.2556, [jean.berger@uni.edu](mailto:jean.berger@uni.edu)

Gwenne Berry, Associate Director of Compliance and Equity Management

117 Gilchrist Hall, 319.273.2846, [gwenne.berry@uni.edu](mailto:gwenne.berry@uni.edu)

#### B. Role of the Title IX Officer and Deputy Coordinators

The Title IX Officer and Deputy Coordinators are charged with coordinating the University response to reports of misconduct under this policy. The Title IX Officer and Deputy Coordinators do not serve as advocates for either the complainant or the respondent. The Title IX Officer or Deputy Coordinators will explain to both parties the informal and formal processes outlined below and the provisions for confidentiality. Where appropriate, the Title IX Officer or

Deputy Coordinators will provide to both parties information on options for obtaining advocacy, medical and counseling services, and making criminal reports, and will assist with providing information on other resources. The Title IX Officer and Deputy Coordinators will coordinate with other campus officials to take appropriate interim actions such as no contact orders, academic accommodations, and rearrangement of housing, dining, and work assignments.

### C. Police Reporting

In addition to required campus reporting, reports may also be made to the police, especially if a crime is or may be involved, by calling the following numbers:

Emergency 9-1-1

UNI Police, 30 Gilchrist Hall, 319.273.2712 (on-campus incidents)

Cedar Falls/Waterloo Police, 319.291.2515 (off-campus incidents)

### D. Federal Timely Warning Obligations

Victims of sexual misconduct should be aware that University administrators must issue crime alerts for incidents reported to them that represent a serious or continuing threat to students or employees. The University will withhold a victim's name and other identifying information while providing enough information for community members to make safety decisions in light of the potential danger.

## IV. Complaint Resolution Process

The University will respond to any alleged violation of this policy received by the Title IX Officer or Deputy Coordinators.

This section outlines ways in which offenses can be reported by individuals choosing to pursue complaint options.

Additional resource-related information can be found in Section VIII and at [uni.edu/safety](http://uni.edu/safety).

### A. Confidentiality and Reporting of Offenses

The University of Northern Iowa will make every effort to safeguard the identities of individuals who seek help and/or report discrimination, harassment, and/or retaliation. While steps are taken to protect the privacy of victims, the

University may need to investigate an incident and take action once an allegation is known, whether or not the reporting individual chooses to pursue a complaint.

When a report is made, personally identifiable information (name of victim, name of respondent, etc.) may be initially withheld at the victim's request. The University Title IX Officer will conduct an initial inquiry, looking for any sign of pattern, predation, violence, or threat. In circumstances involving serious danger to members of the community, the Title IX Officer may request additional information in an effort to ensure campus safety.

No employee should ever promise absolute confidentiality except those as described below in Section IV.A.2.

Reports may be private, but not confidential, as described below in Section IV.A.3. Reports to police and/or Title

IX officials do not obligate the complainant to file any criminal or university conduct charges.

The University will not pursue disciplinary action for improper use of alcohol or other drugs against an alleged victim of sexual misconduct or against another student who shares information as either a witness to or as a reporter of sexual misconduct as long as the report is made in good faith. See “Good Samaritan Provision,” Article III(4), Student Conduct Code.

Deliberately false and/or malicious accusations of discrimination, harassment, or retaliation, as opposed to complaints which, even if erroneous, are made in good faith, are just as serious an offense as discrimination, harassment, or retaliation and will be subject to appropriate disciplinary action.

Complaints and reports should be made as soon as possible after an incident. Information and resources are available through the UNI Safety page. Options for filing a report include:

### 1. Anonymous and Third Party Reporting

The Title IX Officer and Deputy Coordinators accept anonymous and third-party reports of conduct alleged to violate this policy and will follow up on such reports. The individual making the report is encouraged to provide as much detailed information as possible to allow the Title IX Officer or Deputy Coordinators to investigate and respond as appropriate. The University may be limited in its ability to investigate an anonymous or third party report unless sufficient information is provided. (See [uni.edu/safety](http://uni.edu/safety) to file a report or complaint.)

### 2. Confidential Reporting

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with counselors, health service providers, victim services advocates, domestic violence resources, local or state assistance agencies, or members of the clergy who are permitted by law to maintain confidentiality (except in extreme cases of immediacy of threat or danger or abuse of a minor). These sources will submit anonymous statistical information for timely warning and Clery Act purposes. If a reporting party is unsure of a resource’s ability to maintain confidentiality, the reporting party is advised to ask them before talking to them. See [uni.edu/safety](http://uni.edu/safety) for additional information on these resources.

UNI counselors for students and/or the Employee Assistance Program for employees are available to help free of charge and can be seen on an emergency basis.

### 3. Private Reporting

Reports to University employees who are not confidential resources listed above in Section IV.A.2. will be treated with the maximum possible privacy. If a reporting party is unsure of a resource’s ability to maintain privacy, the reporting party is advised to ask them before talking to

them. The resource will be able to explain the resource's reporting obligations and help a reporting party make decisions about who is in the best position to help. If personally identifiable information is shared, it will be shared with as few people as possible under the circumstances and efforts will be made to protect privacy to the greatest extent reasonably possible.

#### 4. Formal Reporting

Complainants are encouraged to speak to University officials, such as the Title IX Officer or Deputy Coordinators or UNI Police, to make formal reports. Complainants have the right, and can expect, to have complaints taken seriously by the University when formally reported and to have those incidents investigated and properly resolved through these procedures. Formal reporting still affords privacy to the reporter and only a small group of officials who need to know will be told. Information will be shared as necessary with investigator(s), witnesses, and the respondent. The number of people with this knowledge will be kept as low as reasonably possible to preserve a complainant's rights and privacy.

#### 5. Criminal Reporting

If someone is in immediate danger or is a victim of a crime, call 9-1-1. Some acts of discrimination and harassment may also be crimes, such as sexual assault or stalking. Allegations of criminal conduct should be reported to law enforcement even when it is not clear whether the conduct rises to the level of a crime.

Regardless, law enforcement can assist with obtaining medical care, getting immediate law enforcement response and protection, connecting with victim advocate services and counseling support, initiating a criminal investigation as appropriate, and answering questions about the criminal process.

#### B. Informal Resolution Process

Informal resolution is an alternative to the formal complaint resolution process. The Title IX Officer will determine if informal resolution is appropriate, based on the willingness of the parties and the nature of the alleged conduct. Sanctions are generally not pursued as the result of an informal resolution process, though the parties may agree to appropriate remedies. The Title IX Officer will keep records of any resolution that is reached. The University reserves the right to cancel informal resolution if sufficient evidence suggests a formal investigation or other sanctions or remedies may be necessary and appropriate.

It is not necessary to pursue informal resolution first in order to make a formal complaint, and anyone participating in informal resolution can stop that process at any time and request to continue through the formal process.

Except in cases involving criminal activity and/or sexual assault, an employee or student alleging discrimination, harassment and/or retaliation against an employee under this policy is encouraged to discuss the allegation with the head of the department in which the alleged discrimination, harassment and/or retaliation occurred. The department head will then consult

with the Office of Compliance and Equity Management to determine an appropriate course of action. If it is appropriate, an attempt to facilitate an informal resolution of the matter will be made. In the event that an informal resolution is not reached, is not appropriate, or is not pursued, the student or employee who is alleging the discrimination, harassment, or retaliation may consult with the Office of

Compliance and Equity Management to initiate a formal investigation. If, at any time, the employee or student is not comfortable addressing the department head, the Office of Compliance and Equity Management may be contacted directly.

Note: If an allegation includes actions that involve criminal activity and/or sexual assault, reports will be coordinated by the Title IX Officer. Individuals are strongly encouraged to also file a report with UNI Police. 7/15/2016 13.02 Discrimination, Harassment, and Sexual Misconduct Policy | Policies and Procedures <https://www.uni.edu/policies/1302> 10/18

### C. Formal Resolution Process

#### 1. Filing a Complaint

Any individual who believes that this policy has been violated should contact the Title IX Officer or any Title IX Deputy Coordinator. The University website also includes a reporting form at [uni.edu/safety](http://uni.edu/safety) which may serve to initiate a complaint.

##### a. Complaint Intake

Following receipt of notice or a complaint, the Title IX Officer or Deputy Coordinator will normally, within four business days, make an initial determination as to whether the information has merit to reasonably

indicate there may have been a violation of University policy. If it appears a violation may have occurred, an investigation will begin. If the complaint does not appear to allege a policy violation or if conflict resolution is desired by the complainant and appears appropriate given the nature of the alleged behavior, then the complaint does not proceed to investigation. An investigation will be pursued if there is sufficient information to suggest a policy violation may exist, a pattern of misconduct, and/or a perceived threat of further harm to the community or any of its members.

##### b. Interim Action

The University will implement interim and/or protective actions upon notice of alleged discrimination, harassment, and/or retaliation and will take additional prompt remedial and/or disciplinary action with respect to any member of the community, guest, or visitor who has violated this policy.

Interim actions include but are not limited to: no contact orders, no trespass notices, providing counseling and/or medical services, academic support, living arrangement adjustments, providing a campus escort, academic or work schedule and assignment accommodations, safety

planning, and referral to campus and community resources.

The University may suspend, on an interim basis, a student or student organization or place an employee on administrative leave pending the completion of the investigation and procedures. In cases in which an interim suspension or administrative leave is imposed, the student, employee, or student organization will be given the opportunity to meet with an appropriate administrator prior to such action being imposed, or as soon thereafter as reasonably possible, to show cause why the action should not be implemented. Violation of interim provisions will be grounds for disciplinary action. During an interim suspension or administrative leave, a student or employee may be denied access to University housing and/or the University campus, facilities, or events, either entirely or with specific application. As determined by the appropriate administrative officer, this restriction includes classes and/or all other University activities or privileges for which the individual might otherwise be eligible. At the discretion of the appropriate administrative officer, alternative coursework options may be pursued to ensure as minimal an impact as possible on the respondent student. At the discretion of the appropriate administrative officer, alternative employment/work options may be pursued to ensure as minimal an impact as possible on the respondent employee.

## 2. Notice of Charges

Once an investigator has been assigned, written notice of the allegations will be provided to the parties involved. If the respondent is an employee, the written notice will be copied to the employee's department head/director, dean, vice president, and president.

## 3. Investigation

If a complainant wishes to pursue a formal complaint or if the University determines an investigation is necessary, the Title IX Officer will assign an investigator, usually within two business days of determining that a complaint should proceed. Investigations will be thorough and impartial and will entail interviews with relevant parties and witnesses, and obtaining available evidence. The University aims to complete investigations within 60 days, which can be extended as necessary for appropriate cause by the Title IX Officer with notice to the parties. Investigation may take longer when initial complaints fail to provide direct first-hand information. The University may undertake a short delay (usually 3-10 days, to allow evidence collection) when criminal charges are being investigated. University action will continue regardless of the status of civil or criminal charges involving the same incident.

### a. Student Withdrawal While Charges Pending

Should a responding student decide to withdraw from the University and/or not participate in the investigation and/or hearing, the process will nonetheless proceed in the student's absence to a reasonable resolution and that student will not be permitted to return to the University unless any and all sanctions have been satisfied. The Title IX Officer will continue to act to promptly and effectively remedy the effects of the conduct upon the victim and the community.



## b. Employee Resignation While Charges Pending

Should a responding employee resign while charges are pending, the records of the Title IX Officer will reflect that status, as will University responses to any future inquiries regarding employment references for that individual. Should an employee decide to leave and not participate in the investigation and/or hearing, the process will nonetheless proceed in the employee's absence to a reasonable resolution and that employee will not be permitted to return to the University unless any and all sanctions have been satisfied.

The Title IX Officer will continue to act to promptly and effectively remedy the effects of the conduct upon the victim and the community.

## 4. Investigation Findings

### a. For Students

Upon receipt of the investigative report, the Title IX Officer will forward it to the Dean of Students or designee for an appropriate hearing per Student Conduct Code procedures. Following the hearing, the decision of whether a policy violation has occurred will be determined by using a preponderance of the evidence standard. A finding of a policy violation by a preponderance of the evidence means that it is more likely than not that the policy violation occurred. If, following the hearing, the decision is that no policy violation has occurred the process will end. Regardless of the outcome, the complainant, the respondent, and the Title IX Officer will be notified of the finding in writing.

If, following a hearing, the student is found to have violated University policy, appropriate disciplinary sanctions will be determined after consultation with the Title IX Officer. The Dean of Students (or designee) will notify the respondent, the complainant, and the Title IX Officer in writing of the Dean of Students' decision. This written decision must be issued within fifteen working days of the date of receipt of the investigative report from the Title IX Officer.

### b. For Employees

Upon receipt of the investigative report, the Title IX Officer will determine if this policy has been violated by using a preponderance of the evidence standard. A finding of a policy violation by a preponderance of the evidence means that it is more likely than not that the policy violation occurred. If the Title IX Officer decides that no policy violation has occurred, then the process will end. Regardless of the outcome, the complainant and the respondent will be notified of the finding in writing. The respondent's department head/director, Dean, Vice President, and the President will also be notified of the finding.

In the event that the employee violated University policy, the Vice President of the respondent will determine appropriate disciplinary sanctions based on the recommendation from the Title IX Officer.

Regardless of the outcome, the complainant, the respondent, and the Title IX Officer will be

notified in writing of the outcome within fifteen working days of the date of the notice from the Title IX Officer. If the Vice President serves as a party or witness in the investigation, the Title IX Officer's recommendation will be sent to the President for determination of disciplinary sanctions.

## 5. Sanctions

Sanctions will be recommended by the Title IX Officer and forwarded to the decision-making authority as noted above in Section IV.C.4. Factors considered when determining a sanction may include:

- The nature of, severity of, and circumstances surrounding the violation
- The respondent's disciplinary history
- Previously founded complaints or allegations against the respondent involving similar conduct
- Any other information deemed relevant by the Title IX Officer
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the victim and the community

### a. Student Sanctions

One or more of the following sanctions may be imposed upon a respondent (student) for being found responsible for a violation of misconduct. Sanctions determined will be proportionate to the severity of the violation and to the cumulative conduct history of the respondent.

- (1.) Warning: An official written notice the respondent has violated the Student Conduct Code with the understanding that additional conduct actions would result should the respondent be involved in the other violations while affiliated with the University.
- (2.) Restitution: Requirement that the respondent provide compensation for damage caused to the University or any other person's property. This could also include situations such as failure to return a reserved space to proper condition for labor costs and expenses. This is not a fine, but rather a repayment for labor costs and/or the value of the property destroyed, damaged, or stolen.
- (3.) Fines: Reasonable fines may be imposed and used to offset the cost of educational sanctions.
- (4.) Work Service Requirements: A specific number of unpaid service hours to the University or approved agency must be completed.
- (5.) Loss of Privileges: The respondent may be denied specified privileges, related to the violation, for a designated period of time. Specific limitations or exceptions may be granted by the Dean of Students and terms of this conduct sanction may include, but are not limited to the following:
  - (a.) Ineligibility to hold any office in any student organization recognized by the University or

hold an elected or appointed office at the University; or

(b.) Ineligibility to represent the University to anyone else outside the University community in a way including: participating in the study abroad program, attending conferences, or representing the University at an official function, event, or intercollegiate competition as a player, manager, or student coach, etc.

(6.) Confiscation of Prohibited Property: Items whose presence is in violation of the Student Conduct Code can be confiscated. Prohibited items may be returned to the owner at the discretion of the Dean of Students and/or UNI Police.

(7.) Behavioral Requirement: This includes required activities including, but not limited to, seeking academic counseling or substance abuse screening, writing a letter of apology, etc.

(8.) Educational Program: Requirement to attend, present, and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.

(9.) Restriction of Visitation Privileges: May be imposed on a resident or non-resident student. The parameters of the restriction will be specified.

(10.) Random Drug Testing: To be used for respondents who violate the drug policies.

(11.) No Contact: Orders to not have any contact, by any means, including through friends with the designated university community member.

(12.) Parental Notification: Parents or guardians may be notified in writing of violations of alcohol or drug policy for students under the age of 21.

(13.) Trespass: Notice of prohibited visitation from a specific location.

(14.) Housing Probation: Official notice that, should further violations of Department of Residence or university policies occur during a specified probationary period, the respondent may be immediately be removed from university housing. Regular probationary meetings may also be imposed.

(15.) Housing Reassignment: Reassignment to another university housing facility. Department of Residence personnel will decide on the reassignment details.

(16.) Housing Suspension: Removal from university housing for a specified period of time after which the respondent is eligible to return. Conditions for readmission to university housing may be specified. Under this sanction, the respondent is required to vacate university housing within the timeframe outlined in the outcome letter. This sanction may be enforced with trespass action if necessary. Prior to reapplication for university housing, the respondent must gain permission from the Director of Residence Life or designee.

This sanction may include restrictions on visitation to specified buildings or all university housing during the suspension.

(17.) Housing Expulsion: The respondent's privilege to live in, or visit, any university housing structure is revoked indefinitely. This sanction may be enforced with a trespass action if deemed necessary.

(18.) Disciplinary Probation: The respondent is put on official notice that, should further violations of university policies occur during a specified probationary period, the respondent may face suspension or expulsion. Regular probationary meetings may also be imposed. Disciplinary probation means a student is not in good social standing with the University.

(19.) Suspension Held in Abeyance: Separation from the University is deferred for the period of the suspension, with the provision that lesser sanction(s) be completed within that period of time and no additional information alleging misconduct is discovered regarding the incident. If the student is found responsible for violations of other misconduct during the period of suspension held in abeyance, the sanction of Disciplinary Suspension will be immediately imposed.

(20.) Disciplinary Suspension: Separation from the University for a specified minimum period of time, after which the respondent is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension. The respondent is required to vacate university housing within the timeframe outlined in the outcome letter. During the suspension period, the respondent is banned from university property, functions, events and activities without prior written approval from the Dean of Students. This sanction will be noted as Conduct Suspension on the respondent's official academic transcript.

(21.) Expulsion: Permanent separation from the University. The student is banned from university property and the respondent's presence at any university-sponsored activity or event is prohibited. This action may be enforced with trespass action as necessary. This sanction will be noted as Conduct Expulsion on the respondent's official academic transcript.

(22.) Deactivation: Deactivation, loss of recognition as a registered student organization or group associated with the university, or loss of all privileges, for a specified period of time. (23.) Delayed Registration: The respondent may be required to delay their course registration until a complainant or any other student(s) involved in a conduct matter has completed course registration.

Delayed registration is for a specified number of semesters or may be required until the complainant or other involved student(s) graduate.

(24.) Rescinding of Admission: Admission to the University may be rescinded for fraud, misrepresentation, or other serious violations committed by a student prior to admission.

(25.) Revocation of Degree: With the agreement of the Provost and Executive Vice President for Academic Affairs and the Dean of Students, a degree awarded from the University may be revoked for fraud, misrepresentation, or other violations of university standards in obtaining the

degree, or for other serious violations committed by a student prior to graduation.

(26.) Withholding Degree: The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the student conduct code, including the completion of all sanctions imposed, if any.

#### b. Employee Sanctions

Sanctions for an employee who has violated this policy may include, but are not limited to, verbal or written warning, required counseling, training, demotion, reassignment, suspension with or without pay, and termination.

#### 6. Appeals

Appeals of the decision of the Dean of Students (for students) or the Vice President/President (for employees) may be filed by the complainant or the respondent or both. All requests for appeal considerations must be submitted in writing to the Title IX Officer within five business days of the date of the final written notice.

Appeals are limited to allegations of the following:

A procedural error or omission occurred that significantly impacted the outcome.

There is new evidence, unknown or unavailable during the investigation, that could substantially impact the finding or sanction. A summary of this new evidence and its potential impact upon the investigation must be included in the appeal.

The sanctions imposed are substantially disproportionate to the severity of the violation.

The original finding and sanction/responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a finding and sanction/responsive action(s) are final. When a party requests an appeal, the other party (parties) will be notified and given an opportunity to respond.

For students: In cases involving student conduct, a person designated by the Vice President for Student Affairs will review the appeal request(s).

For employees: In cases involving employee conduct, a person designated by the President will review the appeal request(s).

Where the designee finds that at least one of the grounds is met, and proceeds with the appeal, additional principles governing the hearing of appeals include the following:

The original decision will only be changed when there is a compelling justification to do so.

Appeals are not intended to be full re-hearings of the complaint. Appeals are confined to a

review of the written documentation or record of the original hearing and pertinent documentation regarding the grounds for appeal.

Sanctions will not be imposed pending the outcome of the appeal. Interim and/or protective actions may be imposed and/or continued as appropriate.

The designee will render a decision within ten business days to the Title IX Officer who will normally provide written notice of the appeal to all parties within two to three business days from the date of the appeal review.

All parties should be informed of whether the grounds for an appeal are accepted and the results of the appeal decision.

Once an appeal is decided, the outcome is final: further appeals are not permitted under this policy.

#### 7. Failure to Complete Sanctions

All respondents are expected to comply with conduct sanctions within the time frame specified in their written notice. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanctions and/or suspension, expulsion, and/or termination from the University. For students, failure to comply may result in transcript notation and/or a hold to prevent future registration.

#### V. Remedial Actions

In addition to the interim actions outlined in Section IV.C.1.b, the Title IX Officer (or designee) may provide remedial actions intended to address the short or long-term effects of harassment, discrimination, and/or retaliation. That is, remedial actions may be taken at the conclusion of the process in addition to any actions that may have been taken on an interim basis, in order to redress harm to the complainant and the community and to prevent further harassment or violations. Remedial actions may also be used when, in the judgment of the Title IX Officer (or designee), the safety or wellbeing of any member(s) of the campus community may be jeopardized by the presence on campus of the respondent or the ongoing activity of a student organization whose behavior is in question.

These remedies may include referral to counseling and health services or to the Employee Assistance Program, education to the community, altering the housing situation of a respondent student or resident employee (or the alleged complainant, if desired), altering work arrangements, providing campus escorts, implementing contact limitations between the parties, or offering adjustments to academic deadlines and/or course schedules.

#### VI. Statement of Rights for Complainants and Respondents

Both complainants and respondents will be afforded the following rights under this policy:

To be treated with respect by University officials To take advantage of campus support resources (such as Counseling Services and University Health Services for students, or EAP services for employees)

To experience a safe educational and work environment

To have an advisor (students) or representative (employees) during this process

To refuse to have an allegation resolved through informal procedures

To be free from retaliation

To have complaints heard in substantial accordance with these procedures

To reasonable and necessary participation in the process

To be informed in writing of the outcome of the complaint and, where permissible, sanctions, and the rationale for the outcome

## VII. Records

In implementing this policy, records of all complaints, resolutions, and hearings will be kept by the Title IX Officer indefinitely in the Office of Compliance and Equity Management.

## VIII. Resources

### A. University Title IX Officer and Deputy Coordinators

Contact information on the Title IX Officer and Deputies can be found above in Section III.A. and at [www.uni.edu/equity/titleixreporting](http://www.uni.edu/equity/titleixreporting).

### B. External Sources

A complainant may choose to file a complaint with the state and federal agencies listed below.

Office for Civil Rights (OCR) – Chicago Office

U.S. Department of Education

Citigroup Center

500 W. Madison Street, Suite 1475

Chicago, IL 60661

Phone: (312) 730-1560

Fax: (312) 730-1576

TDD: (877) 521-2172

Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

Web: [www.ed.gov/ocr](http://www.ed.gov/ocr)

Equal Employment Opportunity Commission (EEOC)

Reuss Federal Plaza

310 W. Wisconsin Avenue, Suite 800

Milwaukee, WI 53203-2292

Phone: (800) 669-4000

Fax: (414) 297-4133

TTY: (800) 669-6820

Web: [www.eeoc.gov/](http://www.eeoc.gov/)

Iowa Civil Rights Commission (ICRC)  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319  
Toll free: (800) 457-4416  
Phone: (515) 281-4121  
Fax: (515) 242-5840  
TDD: (877) 521-2172  
Web: <https://icrc.iowa.gov/>

## C. Iowa State Law Definitions

### 1. Hazing

Under Iowa Code § 708.10, a person commits an act of hazing when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating in connection with a school, college, or university. Prohibited acts include, but are not limited to, any brutality of a physical nature such as whipping, forced confinement, or any other forced activity which endangers the physical health or safety of the student. Under § 708.10, forced activity means any activity which is a condition of initiation or admission into, or affiliation with, an organization, regardless of a student's willingness to participate in the activity.

### 2. Stalking

Under Iowa Code § 708.11, a person commits stalking when all of the following occur: (a) The person purposefully engages in a course of conduct directed at a specific person that would cause a reasonable person to fear bodily injury to, or the death of, that specific person or a member of the specific person's immediate family. (b) The person has knowledge or should have knowledge that the specific person will be placed in reasonable fear of bodily injury to, or the death of, that specific person or a member of the specific person's immediate family by the course of conduct. (c) The person's course of conduct induces fear in the specific person of bodily injury to, or the death of, the specific person or a member of the specific person's immediate family.

### 3. Bullying

Harassment and bullying are defined in Iowa Code § 280.28 as any electronic, written, verbal, or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions: (1) Places the student in reasonable fear of harm to the student's person or property. (2) Has a substantially detrimental effect on the student's physical or mental health. (3) Has the effect of substantially interfering with a student's academic performance. (4) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.



#### 4. Domestic Violence and Dating Violence

Domestic violence and dating violence are covered by Iowa Code § 236.2, which defines “domestic abuse.” Domestic abuse means committing assault as defined in section 708.1 (criminal assault) under any of the following circumstances:

- a. The assault is between family or household members who resided together at the time of the assault.
- b. The assault is between separated spouses or persons divorced from each other and not residing together at the time of the assault.
- c. The assault is between persons who are parents of the same minor child, regardless of whether they have been married or have lived together at any time.
- d. The assault is between persons who have been family or household members residing together within the past year and are not residing together at the time of the assault.
- e. (1) The assault is between persons who are in an intimate relationship or have been in an intimate relationship and have had contact within the past year of the assault. In determining whether persons are or have been in an intimate relationship, the court may consider the following nonexclusive list of factors: (a) The duration of the relationship. (b) The frequency of interaction. (c) Whether the relationship has been terminated. (d) The nature of the relationship, characterized by either party’s expectation of sexual or romantic involvement.  
(2) A person may be involved in an intimate relationship with more than one person at a time.

#### D. Other University Policies

##### 3.02 Student Conduct Code

##### 13.03 Equal Opportunity and NonDiscrimination Statement

##### 13.19 Retaliation and Misconduct Reporting Policy

##### 13.20 Duty to Report Child Abuse

##### 13.15 Accommodations of Disabilities

#### E. Support Resources

[uni.edu/safety](http://uni.edu/safety)

#### Violence Intervention Services

Revisions: These policies and procedures will be reviewed and updated regularly by the Title IX Officer. The Title IX Officer may make minor modifications to procedure that do not materially change the process. However, the Title IX Officer may also vary procedures materially with notice (on the University’s policy website, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. Policy in effect at the time of the offense will apply even if the policy is changed

subsequently, unless the parties consent to be bound by the current policy or applicable law requires otherwise.

Office of Compliance and Equity Management; and Office of Dean of Students, approved September 15, 2015

President's Cabinet, approved October 5, 2015

President and Executive Management Team, approved October 12, 2015

[https://www.uni.edu/policies/1302 18/18](https://www.uni.edu/policies/1302%2018/18)

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# Appendix A

## Description of School Psychology Faculty Research Interests

## Description of Faculty Interests

Kerri Clopton, Ph.D., School Psychology, Texas A&M University  
Program Coordinator, Associate Professor

Classes Taught: Academic Assessment and Intervention, Practicum II, Risk and Resiliency, Psychosocial Assessment, Practicum IV

Research Interests: training of school psychologists; current school psychology practice issues; military-connected children and families

Stephanie Schmitz, Ph.D., School Psychology, University of Nebraska-Lincoln  
Assistant Professor

Classes Taught: Individual Intellectual Assessment, Psychological Consultation in Schools, Practicum III, Early Childhood Assessment and Intervention

Research Interests: early childhood literacy; efficacy of literacy and behavioral interventions; school psychologists' involvement in prevention activities at the elementary level; bullying prevention; educators' knowledge and use of development to support their practice

Nicole Skaar, Ph.D., School Psychology, University of Minnesota  
Assistant Professor

Classes Taught: introduction to School Psychology, Behavioral Interventions in School Settings, Systems Level Consultation, Internship, Classroom Assessment

Research Interests: assessment of adolescent behavior, school based mental health systems, post-secondary transition

Rob Boody, Ph.D., Educational Psychology, Brigham Young University  
Professor

Classes Taught: Monitoring Progress in Individuals and Groups, Educational Research

Research Interests: Accountability systems in teacher education, uses of data and reflection in teacher change, rhetorical analysis of educational reform, uses of research and evaluation in schools, professional learning communities

- Research interests for additional Educational Psychology and Foundations faculty can be found on the department website (<http://www.uni.edu/coe/departments/educational-psychology-foundations>)

# Appendix B

## Advising Checklist

## Advising Checklist

### Year 1 – Progress toward the MAE Degree

- \_\_\_\_\_ Ongoing monitoring of Advising Report
- \_\_\_\_\_ SING background check and Mandatory Reporter Training completed. Turn documentation in to department office.
- \_\_\_\_\_ Graduate Assistantship applications due February 1<sup>st</sup> for Ed.S. year
- \_\_\_\_\_ MAE paper approved and final paper turned in to department secretary by the Friday of finals week of the Spring semester of the MAE year
- \_\_\_\_\_ Application for graduation submitted for MAE degree. Must be approved at Registrar's Office midway through semester of graduation (Spring graduation – March/April; Summer graduation – June; Fall graduation – October/November). Exact dates are posted in department office and are available on the Graduate College website. Students who graduate in the summer but want to walk through Spring ceremony must follow the Spring graduation schedule.
- \_\_\_\_\_ Application to Ed.S. Student completes Ed.S. application online. 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

*Italicized items are for Ed.S. thesis option*

- \_\_\_\_\_ Ongoing monitoring of Advising Report
- \_\_\_\_\_ *Student submits names of Ed.S. thesis committee to department office. Thesis committee 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. An electronic copy of the final thesis and a paper copy of a signed approval sheet are required by the department.*

\_\_\_\_\_ *Copies and other paperwork turned in to Graduate College (see Graduate College website for specific requirements)*

\_\_\_\_\_ Application for Licensure. Complete application and fingerprinting through Office of Teacher Education (someone will contact you during Spring/Summer before internship). This can take 6-8 weeks to process, so it should be done several months in advance.

\_\_\_\_\_ Praxis Exam. Take Praxis by January of internship year. Information about dates, locations, and costs is available at <https://www.ets.org/praxis/nasp>. After receiving score report form, provide a copy to Program Coordinator.

\_\_\_\_\_ Student Internship. Let department 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. Complete online by deadline. For Spring graduation application is due in March.

# Appendix C

National Association  
of School Psychologists

Standards for Graduate Preparation of  
School Psychologists (2010)



# Domains of School Psychology Graduate Education and Practice

## **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

## **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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 effectively with others.

## **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

## **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

## **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

## **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

## **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

## **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural

identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

**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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.



# Appendix D

## Course Alignment with NASP Domains

## Course Alignment with NASP Domains

| NASP Domain of Training & Practice   | Courses Addressing Domain  |
|--|--|
| Data-Based Decision Making and Accountability                              | MEASRES 6282 Individual Intellectual Assessment; MEASRES 6283 Academic Assessment and Intervention; MEASRES 6284 Psychosocial Assessment; EDPSYCH 6280; Psychological Consultation in Schools; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6260 Monitoring Progress in Individuals and Groups; MEASRES 6281 Statistics and Measurement; LITED 6238 Assessment and Evaluation of Literacy  |
| Consultation and Collaboration   | EDPSYCH 6280 Psychological Consultation in Schools; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6288 MAE Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6283 Academic Assessment and Intervention; MEASRES 6284 Psychosocial Assessment; LITED 6238 Assessment and Evaluation of Literacy   |
| Interventions and Instructional Support to Develop Academic Skills         | MEASRES 6283 Academic Assessment and Intervention; EDPSYCH 6214 Foundations of Instructional Psychology; LITED 6238 Assessment and Evaluation of Literacy; EDPSYCH 5232 Risk and Resilience; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6288 MAE Practicum in Education and Psychology; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6282 Individual Intellectual Assessment; MEASRES 6284 Psychosocial Assessment;   |
| Interventions and Mental Health Services to Develop Social and Life Skills | EDPSYCH 5232 Risk and Resilience; COUNS 6254 Counseling Children and Adolescents; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6284 Psychosocial Assessment  |
| School-Wide Practices to Promote Learning                                  | EDPSYCH 6288 MAE Practicum in Education and Psychology; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6214 Foundations of Instructional Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6280 Psychological Consultation in Schools; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6283 Academic Assessment and Intervention; MEASRES 6284 Psychosocial Assessment; LITED 6238 Assessment and Evaluation of Literacy; SPED 6260 Special Education Law and Policy |

| NASP Domain of Training & Practice        | Courses Addressing Domain   |
|---|---|
| Preventive and Responsive Services        | EDPSYCH 5232 Risk and Resilience; MEASRES 6284 Psychosocial Assessment; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6214 Foundations of Instructional Psychology; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; MEASRES 6283 Academic Assessment and Intervention; COUNS 6254 Counseling Children and Adolescents  |
| Family–School Collaboration Services      | EDPSYCH 5232 Risk and Resilience; EDPSYCH 6280 Psychological Consultation in Schools; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology   |
| Diversity in Development and Learning     | EDPSYCH5232 Risk and Resilience; SPED 5259 Interdisciplinary Study of Disability; MEASRES 6282 Individual Intellectual Assessment; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6280 Psychological Consultation in Schools; MEASRES 6283 Academic Assessment and Intervention; MEASRES 6284 Psychosocial Assessment; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology |
| Research and Program Evaluation           | MEASRES 6205 Educational Research; MEASRES 6281 Statistics and Measurement; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6214 Foundations of Instructional Psychology; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; MEASRES 6260 Monitoring Progress in Individuals and Groups OR EDPSYCH 6299 Research; MEASRES 6283 Academic Assessment and Intervention; MEASRES 6284 Psychosocial Assessment   |
| Legal, Ethical, and Professional Practice | EDPSYCH 6240 Introduction to School Psychology; SPED 6260 Special Education Law and Policy; EDPSYCH 6288 MAE Practicum in Education & Psychology; EDPSYCH 5232 Risk and Resilience; EDPSYCH 6270 Behavioral Interventions in School Settings; EDPSYCH 6272 Systems Level Consultation; EDPSYCH 6280 Psychological Consultation in Schools; EDPSYCH 6290 Practicum in Education & Psychology; EDPSYCH 6291 Internship in School Psychology; COUNS 6254 Counseling Children and Adolescents   |

# Appendix E

## Program Support of Class A License Extension

UNI School Psychology Committee  
Program Support of Class A License Extension  
(Policy Approved by School Psychology Committee 2/8/12; approved by Dean Mike Licari 2/22/12)

The Board of Educational Examiners now requires documentation from a university official outlining progress towards the completion of the thesis and an expected timeline for completion of program requirements for a student requesting an extension to the Class A license granted for the internship year. The school psychology committee wants to support students in completing the thesis requirement, but also has concerns about recommending an extension to the Class A license. As a result, the School Psychology Committee has decided a 1-year extension will only be recommended if the student has made significant progress towards thesis completion during their internship year.

Significant progress is defined as completing all of the following

- a. Student has an approved thesis proposal and data is collected;
- b. Student has completed Chapters 1, 2, and 3 (Introduction, Literature Review, Method) and has turned in a draft of Results to thesis chair by April 1<sup>st</sup> of internship year;
- c. Student has responded to feedback from the thesis chair by making appropriate changes/edits and/or following direction/instruction; and
- d. Student has negotiated a reasonable timeline for completion with thesis chair.

A student may submit documentation of extenuating circumstances that have interfered with making “significant progress” towards completing the thesis. Extenuating circumstances are critical, unexpected personal events, such as a life changing medical illness, natural disaster, or military deployment, that interfere with one’s ability to focus on the thesis. The program coordinator, department head, and thesis chair will make the decision regarding supporting an extension on a case by case basis as it is impossible to list all of the extenuating circumstances that may interfere with thesis progress.

Requests for an extension must be submitted to the program coordinator a minimum of 45 days before the date the program coordinator needs to submit the documentation to the Iowa Board of Educational Examiners. The program coordinator will consult with the thesis chair about the student’s progress towards completion. The program coordinator, department head, and thesis chair will determine if enough progress has been made to support the extension. Students will be notified in writing of the decision within 45 days of the request. Requests must be submitted between September 1<sup>st</sup> and May 1<sup>st</sup>. Students submitting requests between May 2<sup>nd</sup> and September 1<sup>st</sup> should anticipate a response between October 1<sup>st</sup> and October 15<sup>th</sup>.

A second extension on a Class A license will not be supported unless there is significant proof that the extenuating circumstances have continued to prohibit thesis completion.

Support for an extension of the Class A license is different than the recency requirements for the completion of the Ed.S. degree. University policy indicates “the allotted time to a graduate degree is seven years from the earliest course applied to the degree. Courses taken more than seven years prior to the granting of the degree cannot be used to meet the degree requirements” (UNI 2010-12 Catalog).

# Appendix F

## Student Self-Evaluation of NASP Domains



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

Name \_\_\_\_\_

Semester \_\_\_\_\_

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

Data-Based Decision-Making and Accountability                    1        2        3        4        5

Support/Example:

Consultation and Collaboration    1        2        3        4        5

Support/Example:

Interventions and Instructional Support  
to Develop Academic Skills    1        2        3        4        5

Support/Example:

Interventions and Mental Health Services  
to Develop Social and Life Skills    1        2        3        4        5

Support/Example:

School-Wide Practices to Promote Learning 1 2 3 4 5

Support/Example:

Preventive and Responsive Services 1 2 3 4 5

Support/Example:

Family-School Collaboration Services 1 2 3 4 5

Support/Example:

Diversity in Development and Learning 1 2 3 4 5

Support/Example:

Research and Program Evaluation 1 2 3 4 5

Support/Example:

Legal, Ethical, and Professional Practice 1 2 3 4 5

Support/Example:

# Appendix G

## Data Collection & Accountability Plan

## School Psychology Program Data Collection and Accountability Plan

| Admissions   | Matriculation to Ed.S.  | Recommendation to Internship   | Recommendation to Licensure  | Post-Graduation  |
|--|---|--|--|--|
| <ul style="list-style-type: none"> <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 score</li> <li>•<i>Thesis defended and approved</i></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>•Feedback from faculty</li> </ul> |

# Appendix H

## Notification of Concern Form

## Academic/Clinical Notification of Concern

School Psychology Program

University of Northern Iowa

Name:

Semester & Year:

Professor/Supervisor:

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.

|                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| Speaking Skills         | Initiative              | Content/knowledge       |
| Writing Skills          | Self-confidence/poise   | Professionalism/ethics  |
| Attendance/reliability  | Judgment/common sense   | Interpersonal skills    |
| Teamwork Skills         | Response to supervisors | Rapport building skills |
| Communication           | Responsibility          | Attitude                |
| 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.

\_\_\_\_\_ Continue in program with close supervision

\_\_\_\_\_ Needs appropriate academic/personal support services

\_\_\_\_\_ Should repeat this course before proceeding

\_\_\_\_\_ Should consider pursuit of other career opportunities

\_\_\_\_\_ Other (specify)

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

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

Signatures indicate that concerns have been discussed with student.

Original: School Psychology Program Coordinator  
Department Office

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

Academic/Clinical Notification of Concern – Student Action Plan  
School Psychology Program – University of Northern Iowa

Student’s description of Action Plan to address identified concern(s).

Timeline for completion of Action Plan:

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

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

Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student and Professor/Supervisor.

Original: School Psychology Program Coordinator

cc: Student  
Department office  
Professor/Supervisor (named above)  
Student’s Advisor

Review Date:

Review Team:

Outcome: