UNI / **University of Northern Iowa**™
College of Education
School Psychology

University of Northern Iowa School Psychology Program

Student Handbook

Revised Fall 2023

Table of Contents

School Psychology Faculty and Staff

Faculty   **Staff**

Dr. Nicole Skaar, Ph.D., NCSP
Professor & Program Coordinator
319-243-7649
nicole.skaar@uni.edu

Dr. Kerri Clopton
Associate Professor
319-273-7940
kerri.clopton@uni.edu

Dr. Stephanie Schmitz
Associate Professor
319-273-2695
stephanie.schmitz@uni.edu

Dr. David VanHorn
Term Faculty
david.vanhorn@uni.edu

Dr. Robert Boody
Professor
319-273-6198
robert.boody@uni.edu

Dr. Suzanne Freedman
Professor
319-273-2483
suzanne.freedman@uni.edu

Dr. Tony Gabriele
Professor
319-273-2899
anthony.gabriele@uni.edu

Dr. Elana Joram
Professor
319-273-7283
elana.joran@uni.edu

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 Research Guidelines and Internship Manual. 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 Student Outcome Goals

Goal 1. To train specialist-level school psychologists who practice data-based decision making.
  Student outcome 1: School psychology students will practice data-based decision making in all areas of school psychology practice.
  Student outcome 2: School psychology students will use data to support school systems, including preventive and responsive support services

Goal 2. To train specialist-level school psychologists who have a foundation of knowledge in both education and psychology.
  Student outcome 1: School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.
  Student outcome 2: School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.
  Student outcome 3: School psychology students will provide services that promote family-school collaboration

Goal 3. To train specialist-level school psychologists who are ethical decision-makers
  Student outcome 1: School psychology students will apply a problem-solving model in making ethical decisions.

Goal 4. To train specialist-level school psychologists who understand, consider, and respect differences in gender, culture, religion, ethnicity, language, socioeconomic status, and sexual orientation and who will promote a safe and respectful school environment for all individuals.
  Student outcome 1: School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.

Goal 5. To train specialist-level school psychologists who engage in reflective practice.
  Student outcome 1: School psychology students will engage in reflective practice
  Student outcome 2: School psychology students will communicate clearly both verbally and in writing

School Psychology in Iowa
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 NASP-approved 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), 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 MAE paper and Ed.S. thesis 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. The GRE is no longer required. Successful applicants typically have grade point averages above 3.00 on a 4-point scale and experiences working with children and/or youth.

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 15th. 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. Nicki Skaar, Program Coordinator. All students must complete coursework aligned with the NASP standards. A review of previous graduate coursework will be completed for each student who earned a master's degree other than the MAE: Educational Psychology: Context and Techniques of Assessment Emphasis to ensure their program of study meets the NASP training requirements. Additional coursework may be added to the Ed.S. requirements to meet NASP 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 who needs accomodations, should make their needs known to the Student Accessability 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 Student Accessibility 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. Student Accessibility Services Services is located in room 118 of Gilchrist Hall. They can be contacted by email at accessabilityservices@uni.edu; phone at 319-273-2332 (voice); deaf or HOH, use Relay 711. Additional information on documentation and services is available on their website, https://sas.uni.edu/. 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. At times, some of the courses my require substitutions. If a course is not offered by a partnering department or course content is revised to better suit school psychology student learning, then course substitutions or curriculum changes may occur. If changes are needed, the program coordinator will alert students at the time of registration and work with the Registrar to make the substitutions on students' program of study and transcript. 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 available 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	Advances in Educational Psychology: The Science of Learning	3 credits
EDPSYCH 6288	Practicum I	1 credit
MEASRES 6282	Individual Intellectual Assessment	4 credits
MEASRES 6205	Educational Research	3 credits
		14 credits

Year 1: Masters of Arts in Education – Spring

MEASRES 6283	Academic Assessment and Intervention	4 credits
EDPSYCH 6280	Psychological Consultation in Schools	3 credits
EDPSYCH 5176 or SPED 5180	Learning & Behavioral Problems in Education or 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
		15 credits

Year 1: Masters of Arts in Education – Summer

EDPSYCH 5232	Risk & Resilience: Child, Family, School & Community*	3 credits
MEASRES 6281	Measurement and Statistics	3 credits
		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* OR MEASRES 6270	Ed.S Research or Educational Program Evaluation	3 credits
EDPSYCH 6290	Practicum III	2 credits
		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
		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 Susie Grover (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 Educational Program Evaluation (MEASRES 6270).

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.

<u>Nametags</u>

While at all practicum sites, students are required to wear their UNI identification card. The replacement cost of a UNI identification card is determined by the UNI Department of Residence.

<u>SING Background Check</u>

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 cost of the background check is $15. Additional information is available at https://teachered.uni.edu/student-resources/background-checks-reporting

<u>Practicum Evaluation</u>
Practicum I and Practicum II are evaluated through assignments and regular discussion with your practicum instructor. At the end of both practica (semester 1 and semester 2 of the program) you will complete a self-evaluation of your school psychological skills (10 NASP domains). Pracitum III and Practicum are also evaluated through specific assignments, class discussion, and field supervisor evaluation. The practicum instructor will meet with you and the field supervisor at the end of the semester to discuss your school psychological skills. The evaluation forms have a number of items for each of the 10 NASP domains. For Practicum III, the expectation is that you achieve domain scores of 3-4 (average across the items for that domain) for each of the measured NASP domains. For Practicum IV, the expectation is a 5-6 on each of the measured domains. Practicum instructors will also consider item scores as they support you in creating goals for upcoming practicum or internship experiences. If students do not meet expected domain scores, faculty will write a notice of concern and support plan for that student to address in comping courses and/or field experiences.

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. States, 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 <u>only</u> if all of the following conditions are met.

1   The student has an earned master's degree and completed all course requirements for the Ed.S. degree except EDPSYCH 6291.
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 individuals will evaluate the paper and oral presentation on a satisfactory/ unsatisfactory basis. At least one of the evaluators will be a member of the UNI School Psychology program faculty. Other evaluators may include practitioners, educators in related fields, and Iowa Department of Education employees. 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 practica experiences. The following guidelines describe the level of learning that is implied in the grades assigned in the program. The expectation is that all students receive a B- (2.67 GPA units) or higher in each of their courses and maintain a 3.0 GPA throughout 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.

[1] Gaines Tully, M. (2004). Classroom assessment: Principles and practice for effective instruction (3rd 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, Seventh 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 UNI Bookstore, 1009 West 23rd 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.

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://guides.lib.uni.edu/grad .

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 https://elearning.uni.edu/linkedin-learning

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, Seventh 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.

Click the link above for more detail.

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) . Student membership fees are modest and include publications that are essential for training. Membership information and application forms can be accessed from theNASP website. Students are encouraged to join the Iowa School Psychologists Association (ISPA).

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 $120 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, eight 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. Membership includes access to the "Members Only" section of the ISPA website and reduced registration rates at ISPA conferences and workshops.

Assessment of Student Progress

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 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 Coordinator 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 https://www.nasponline.org/standards-and-certification/national-certification.

Each Fall, School Psychology Program Faculty will review PRAXIS scores from the most recent internship cohort. These scores will inform program continuous improvement.

Satisfactory Progress

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

Scholarship

A UNI cumulative grade index of 3.00 (B average) must be earned in all graduate courses on the advisement report. 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. Students who repeat a course, get credit only once for non-repeatable courses. A student may attempt a course twice. The original course grade will remain on the student record, and the grade of the second course attempt will be used in the computation of the GPA." (Program of Study Regulations, UNI 2022-2023 Catalog).

Graduate Probation and Suspension - Degree Status Students

Graduate students in degree programs are expected to maintain high academic standards. Probation or suspension status might be required for students who fail to meet expectations either in their coursework or in educational requirements outside of regular courses such as comprehensive exams, thesis/dissertation work, field experiences, practicum, or internships. 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 at least six (6) semester hours on the advisement report and attained a UNI cumulative 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. If the GPA is so low as to make it impossible to raise it to 3.0, the student may be suspended even if fewer than 8 hours were attempted while on probation.

Students on academic probation will not be permitted to graduate even if all the coursework has been completed. A UNI cumulative GPA of 3.0. will not be waived for students on probation/suspension status.

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 semester of academic suspension. It may be permitted for the student to register in undergraduate courses during the semester of suspension.

Reinstatement

When a student is suspended, at least one semester must elapse before a request for readmission to a graduate degree program may be made. After one full semester on suspension, a suspended student who wishes to enroll in classes must submit an online student request "Readmission after Suspension" and receive approval from the graduate program/department and the Graduate College for reinstatement and removal from suspension.

A student reinstated after suspension who fails to attain a UNI cumulative GPA, Total, of 3.00 with the first 8 credits after reinstatement will be terminated from the graduate program. If the GPA is so low as to make it impossible to raise it to 3.0, the student may be terminated even if fewer than 8 hours were attempted during the reinstatement.

In determining a graduate student's GPA, all graded coursework attempted will be used as a basis for computation. If a graduate student repeats a course, both grades will be used in computation of the GPA index.

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) (2022-2023 Academic Catalog).

The above policies and others related to graduate study at the University of Northern Iowa are available in the [University Catalog](#). 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.

Proficiency Expectations: Three of the four assessment courses have required proficiency standards in standardized assessment administration, scoring and report writing. If a student does not meet these standards, they will be given an "Incomplete" for a grade and given more time to complete the proficiency standards. Once the student meets the standards, their "Incomplete" will be changed to a letter grade. If the student is unable to meet proficiency in one or more areas in the time given, their "Incomplete" will be changed to an "F" and they will be expected to take the course again.

Practicum and Internship expectations: Practicum III, Practicum IV, and Internship (fall and spring) are evaluated by field supervisors on similar evaluation forms. The purpose of using similar forms is to measure growth in student skills over time and as the expectations for independence increase. If during either during Practicum III and/or Practicum IV a student receives an average domain rating (across all items measuring that domain) below the level expected, the faculty member teaching the course will meet with the student and field supervisor to discuss needed supports and a plan will be developed to provide supports during the subsequent field experience (Practicum IV or Internship). The plan will be communicated to the faculty supervisor of the subsequent experience. If a student receives an average domain rating (across all items measuring that domain) below the level expected during the fall semester of Internship, the student, university supervisor, and field supervisor will develop a plan of support for spring semester. If the average domain rating continues to be low, the university supervisor will discuss potential future supports with the student and the field supervisor. Typically, students remain at their internship site for the next year, so support plans can be discussed with the intern's employment supervisor. In extreme cases, the university may refuse to recommend full licensure.

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, Susie Grover, as soon as possible upon arrival on campus. Students should inform the program immediately when any changes in contact information occur.

Attending Class Virtually

Effective communication between School Psychology Program faculty and students is critical for success in the program. During the global pandemic (2020-2023), many courses were held synchronously online due to widespread COVID-19. As students returned to the classroom, it was expected that they would attend virtually if they had any symptoms of illness so as not to spread COVID-19 and other illnesses throughout the class. Now that the pandemic is over, program faculty expect to be notified about illness in a timely manner and virtual attendance to a face-to-face course should be REQUESTED rather than assumed. There may be other reasons to attend a face-to-face class virtually, and this is an option, but it must be requested in advance of the class period.

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 1st, 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 University of Northern Iowa Policies and Procedures in its entirety is available at
 https://www.uni.edu/policies/13021/18

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

Policy Statement: To affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, and to ensure compliance with federal and state civil rights laws and regulations, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class, and for allegations of retaliation. The University values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the Formal Complaint process during what is often a difficult time for all those involved. This policy prohibits all forms of discrimination based on a protected class. Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission, athletics, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence. When an alleged violation of this policy is reported, the allegations are subject to resolution using the University's procedures as determined by the Title IX Coordinator, and as detailed below. When the Respondent is a member of the UNI community, a Formal Complaint process may be available regardless of the status of the Complainant, who may or may not be a member of the University community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers. The procedures below may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Appendix A

Description of School Psychology
Faculty Research Interests

Description of Faculty Interests

Kerri Clopton, Ph.D., School Psychology, Texas A&M University
Associate Professor
> Classes Taught: Introduction to School Psychology, Academic Assessment and Intervention, Practicum II, Risk and Resiliency, Psychosocial Assessment, Practicum IV
> Research Interests: training of school psychologists; current school psychology practice issues; educator well-being

Stephanie Schmitz, Ph.D., School Psychology, University of Nebraska-Lincoln
Associate Professor
> Classes Taught: Individual Intellectual Assessment, Psychological Consultation in Schools, Practicum III, Early Childhood Assessment and Intervention
> Research Interests: early childhood literacy; educators' knowledge and use of development to support their practice; school psychologists training

Nicole Skaar, Ph.D., School Psychology, University of Minnesota
Program Coordinator, Professor
> Classes Taught: Behavioral Interventions in School Settings, Systems Level Consultation, Internship
> Research Interests: school based mental health systems; training school psychologists

Rob Boody, Ph.D., Educational Psychology, Brigham Young University
Department Head, Professor
> Classes Taught: Educational Program Evaluation
> 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

Suzanne Freedman, Ph.D., Developmental Psychology, University of Wisconsin – Madison
Professor
> Classes Taught: Counseling Interventions in School
> Research Interests: Interpersonal forgiveness education

Appendix B

Advising Checklist

Advising Checklist

Year 1 – Progress toward the MAE Degree

_____   Ongoing monitoring of Advising Report

.   SING background check. Turn documentation into the department office.

_____   Graduate Assistantship applications due February 1st 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 the Registrar's Office midway through semester of graduation (Spring graduation – March/April; Summer graduation – June; Fall graduation – October/November). Exact dates are posted in the department office and are available on the Graduate College website. Students who graduate in the summer but want to walk in the 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 the department office. Thesis committee must be approved by Graduate College.*

.   *Thesis Oral Defense Scheduled. Notice should be emailed as an attachment to the secretary, who will send it to COE faculty. This should be done at least 1 week in advance. Notice should include the 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 the 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 the internship year. Information about dates, locations, and costs is available at https://www.ets.org/praxis/nasp. After receiving the score report form, provide a copy to the Program Coordinator.

  Student Internship. Let the 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 (2020)

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 6270 Educational Program Evaluation; 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 6215 Advances in Educational Psychology: The Science of Learning y; 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
Interventions and Mental Health Services to Develop Social and Life Skills	EDPSYCH 5232 Risk and Resilience; EDPSYCH 6260 Counseling Interventions in School ; 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 6215 Advances in Educational Psychology: The Science of Learning; 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 6215 Advances in Educational Psychology: The Science of Learning ; 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; EDPSYCH 6260 Counseling Interventions in School
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 6215 Advances in Educational Psychology: The Science of Learning ; EDPSYCH 6240 Introduction to School Psychology; EDPSYCH 6270 Behavioral Interventions in School Settings; MEASRES 6270 Educational Program Evaluation 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; EDPSYCH 6260 Counseling Interventions in School

Appendix E

Program Support of Class A License Extension

UNI School Psychology Committee
Program Support of Class A License Extension

The Board of Educational Examiners requires documentation from a university official 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 <u>significant progress</u> towards thesis completion during their internship year.

Significant progress is defined as completing <u>all</u> 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 1st 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.

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
•Undergrad cum GPA •Interview applicants who decline admission •Maintain database on applicants admitted/ not admitted	•GPA>/= 3.0 •Completion of required coursework •Review of any Notification of Concern forms •MAE paper defended and approved •Practicum I evaluation •Practicum II evaluation • •Practicum logs	•GPA >/= 3.00 •Completion of required coursework •Review of any notification of concern forms •Practicum III evaluation •Practicum IV evaluation •Practicum logs	•Praxis score •*Thesis defended and approved* •Pass Comprehensive Case study •Internship Evaluations •Self-evaluation of NASP domains •Internship logs	•Alumni survey (future) •Employer survey (future) •Feedback from faculty

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	cc:	Student
	Department Office		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 the 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: