

SCHOOL PSYCHOLOGY

*Preparation to Deliver School
Psychological Services*



Program Handbook

DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System

Note: It is a student’s responsibility to read this handbook, be knowledgeable of its contents, and comply with the standards set forth herein.

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TABLE OF CONTENTS

<i>INTRODUCTION</i>	5
Purpose of Handbook	6
Contact Information	7
Mission Statements	9
Program Philosophy	11
Program Goals	14
Program of Studies	18
Recommended Three-Year Sequence	20
Course Descriptions	21
Academics	24
Licensure/Certification/Employment	27
Continuing Professional Development	28
Admission Requirements	29
Clinical Training	32
University Requirements	38
Course Load	39
Faculty	40
<i>CONSULTATION SEQUENCE</i>	44
Overview of Courses	45
Behavioral Consultation Case PIR Evaluation	46
PSYC 5370 PIR Evaluation	57
<i>PRACTICA</i>	48
Overview of Courses	49
Counseling Case PIR Evaluation	50
<i>ASSESSMENT</i>	51

Overview of Courses	.....	52
Assessment Case PIR Evaluation	.....	54
<i>CANDIDATE & PROGRAM EVALUATION</i>	.....	55
Methods of Candidate/Program Evaluation	.....	56
University Grading System	.....	57
Faculty/Supervisor Ratings of Performance	.....	58
Leaves of Absence	.....	58
<i>INTERNSHIP</i>	.....	59
Comprehensive Exam	.....	60
Applying for Internship	.....	61
Internship Guidelines	.....	64
<i>Minimum</i> Requirements	.....	66
Internship Plan of Practice (IPOP)	.....	68
Responsibilities	.....	70
Portfolio Review	.....	72
Portfolio Evaluation Documents	.....	75
Credentialing Information	.....	84
Internship Affiliation Agreement: Candidate and Independent School District	.....	86
Internship Affiliation Agreement: SHSU and Independent School District	.....	91
<i>PROGRAM OF EVALUATION</i>	.....	100
Performance-Based Assessment Plan	.....	101
Annual Student Evaluations by the Program	.....	102
Candidate Work Dispositions Appraisal	.....	103
Annual Report of Student Progress	.....	105
Program Evaluation by Candidates	.....	106

<i>CANDIDATE RESOURCES</i>	.....	108
<i>SHASP</i>	.....	112
<i>APPENDICES</i>	.....	117
Appendix A: Graduate Degree Enrollment and Completion	.....	118
Appendix B: Academic Probation, Suspension, and Termination	.....	128
Appendix C: Procedures in Cases of Academic Dishonesty	.....	135
Appendix D: Academic Grievance Procedures for Students	.....	140
Appendix E: Practicum Supervisor Evaluation	145
Appendix F: Internship Supervisor Evaluation	165

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INTRODUCTION

Purpose of This Handbook

The material in the “School Psychology Program Handbook” seeks to: (a) inform the student, hereafter referred to as ‘candidate,’ about Program requirements and (b) facilitate progress through the Program. This information reflects the general orientation of the graduate program and provides candidates with a detailed description of curriculum requirements.

During your tenure as a graduate candidate, you may see changes in the curriculum. When revisions occur, efforts will be made to restrict the new requirements to candidates entering the Program so that those already in the Program can continue to be guided by the rules in force at the time they were admitted to the Program. However, there may be some changes that will become effective immediately (e.g., due to changes made at the University level or state licensing level) that will apply to all candidates, regardless of year of admission. Please check with the SSP Program Director to ascertain whether any curricular changes apply to you.

If you are uncertain about requirements and/or expectations, or if you find a need for clarification beyond that offered in the Handbook, please do not hesitate to contact the SSP Program Director.

The information in this Handbook supplements that in two other publications of the University: The Graduate School Catalog and the University Student Guidelines. You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referred to as appropriate throughout this Handbook.

Note: It is a student's responsibility to read this handbook, be knowledgeable of its contents, and comply with the standards set forth herein.

This Handbook does not constitute a contract between SHSU and its students. SHSU reserves the right to amend, modify, add, or delete information within this Handbook at any time. In the event of conflict between the provisions of this Handbook and the Texas State University System Rules and Regulations, the latter shall govern and control.

APPROVED BY:

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Mission Statements

Sam Houston State University

University Mission Statement

Sam Houston State University (SHSU) is a student-centered, community engaged institution whose mission is to offer accessible, quality higher education. The university offers a variety of innovative and flexible degree programs at the undergraduate, graduate, and professional levels focused on career readiness, personal and professional development, and service. SHSU provides integrated academic and student success services designed to support traditional and non-traditional students from diverse backgrounds.

University Values

- Student Success and Support
- Academic Excellence
- Service and Community Engagement
- Inclusive Excellence
- Collaborative Environment
- Honor
- Creativity and Innovation

College of Humanities and Social Sciences

Mission Statement

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship.

Values

- Active Learning
- Community Engagement
- Diversity, Equity, and Inclusiveness
- Innovation
- Scholarship
- Student-faculty Research

Supporting Strategies

- Inclusive Excellence – Fostering respect for multiple perspectives and experiences and creating a culture that engages the diversity of human experiences
- Educational Innovation – Providing programs and curricula that anticipate stakeholder (e.g., student, employer, community) needs
- Communication Expertise – Cultivating thoughtful, open-minded communication based on respectful listening, inclusive research, and critical thinking
- Collaborative Experiences – Developing opportunities for collaborative connections in and out of the classroom, on and off-campus
- Engaged Research – Affording opportunities for faculty and students to participate in and contribute to research that positively influences the human condition
- Transformative Atmosphere – Promoting active teaching and learning experiences that harness our values to achieve student and faculty successes

“A teaching institution disseminates knowledge; a research institution discovers knowledge – a balanced institution does both.”

Department of Psychology and Philosophy

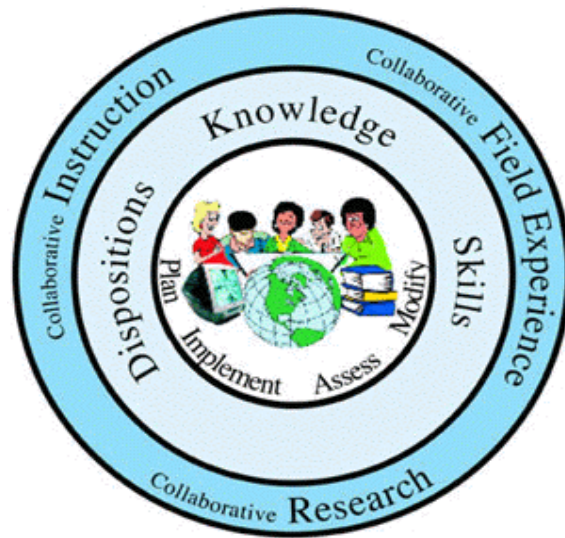
The Department of Psychology and Philosophy with the College of Humanities and Social Sciences (CHSS) at Sam Houston State University (SHSU) is dedicated to the discovery of knowledge about human behaviors, beliefs and emotions. Collectively, the Department promotes an environment of mutual respect, transparency, inclusion and an appreciation for culture and diversity. Through the discovery of knowledge, the Department provides opportunities for individuals to develop intellectually, personally, professionally and collectively as members of a larger community. The Department works in the classroom, research laboratory and community to provide undergraduate and graduate-level training that emphasizes both psychological and philosophical theories, the scientific method, and the application of philosophical and/or psychological knowledge to important research and real-world issues.

Specialist in School Psychology Program

The SHSU Specialist in School Psychology Program is based on the standards of the National Association of School Psychologists (NASP). As such it is a 60-hour program leading to a Specialist degree which meets the academic requirements recognized by the Texas State Board of Examiners of Psychology (TSBEP) for a Licensed Specialist in School Psychology (LSSP). The academic knowledge base for the Program embraces an integrated sequence of foundational and practical coursework as well as field-based experiences and professional practice.

Philosophy

The SHSU Specialist in School Psychology (SSP) Program is based on the philosophy of integrating scientific inquiry and service delivery through the use of data-based intervention and performance-based assessment. The paradigm assumes that the specialist in school psychology is engaged in problem-solving and collaborates with all involved parties in empirically-based decision-making.



Enhancing The Future Through Preparation in School Psychology

Likewise, specialists in school psychology realize the constantly changing nature of the field of psychology and the need to continue their education beyond graduation, licensure, and employment.

The SSP Program relates research associated with psychology and education in an effort to advance social/emotional and cognitive accomplishments in school-aged young people. Human diversity and individual differences necessitate a variety of interventions to address the many influences that affect students and their performances. Specialists in school psychology should be effective problem-solvers who use appropriate data-gathering procedures to assist various systems associated with students including the individual students themselves, families, teachers, administrators, districts, and communities. Additionally, graduates are expected to be models of mental health in balancing personal and professional domains.

The SSP Program is aligned with the Ethical Guidelines of the National Association of School Psychologists and the American Psychological Association and with the Rules of the Texas State Board of Examiners of Psychologists.

The School Psychology Program is affiliated with the Educator Preparation Programs at SHSU and the Council for Accreditation of Educator Preparation (CAEP). Thus, the School Psychology Program embodies the Conceptual Framework adopted by the Sam Houston State University College of Education:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

Further, in alignment with the mission of the Educator Preparation Programs, the SSP Program strives to fulfill the need in our society for quality educators who will advance and positively influence the goals of society through assisting our candidates in achieving the five Conceptual Framework indicators of 1) developing a knowledge base that is comprehensive and directed to the candidates' individual needs, 2) technological mastery and mastery of the more complicated processes of problem-solving and decision-making necessary in a world with complex standards that are at times abstract and perhaps seemingly contradictory, 3) effectively communicating with a diverse group of stakeholders and striving for the highest levels of professionalism in all their interactions, 4) learning how to assess performance and to provide feedback that will lead to growth in their students academically and developmentally, and 5) immersion in field experiences that help them develop the dispositions of leadership, patience, flexibility, and respect for and acceptance of individual differences.

Goals, Objectives, Competencies, and Assessment of the Specialist in School Psychology (SSP) Program

Goal 1: The SSP Program will produce graduates who have a broad knowledge of scientific psychology which is gained through an integrated and sequential program of study and supervised practice that constitutes substantive preparation in the area of School Psychology.

Objective 1: Graduates will be knowledgeable of the core domains of scientific psychology including (a) biological, affective, and cognitive bases for behavior; (b) prevention, crisis intervention, and mental health; and (c) data-based decision-making, accountability, research, and program evaluation.

Outcome/Competency: Broad knowledge of scientific psychology.

Assessment 1: Successful completion of graduate coursework, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Graduate Records Exam Psychology Test

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will be knowledgeable regarding the core domains of educational psychology including (a) diversity in human development and learning; (b) effective instruction and cognitive/academic skill development; (c) socialization and life skills development; and (d) information technology.

Outcome/Competency: Broad knowledge of educational psychology.

Assessment 1: Successful completion of graduate coursework, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 3: Graduates will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional school psychology including (a) school and systems organization, policy development, and school environment issues; (b) school psychology practice and development; and (c) consultation and collaboration with home, school, and community.

Assessment 1: Successful completion of graduate coursework, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Goal 2: The SSP Program will produce graduates who recognize human diversity as a strength that is valued and respected.

Objective 1: Graduates will be knowledgeable regarding individual differences in such areas as temperament, learning abilities, culture, ethnicity, identity, socioeconomics, gender, linguistics, religion, and sexual orientation.

Outcome/Competency: Broad knowledge regarding areas of human diversity.

Assessment 1: Successful completion of graduate coursework.

Assessment 2: University and field supervisors' evaluations of student ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will demonstrate sensitivity to issues of cultural and individual diversity in professional work and relationships with students, school personnel, families, and community.

Outcome/Competency: Demonstration of sensitivity to issues of cultural and individual diversity in the practice of school psychology.

Assessment 1: University and field supervisors' evaluations of student ability to be sensitive to diversity issues in all areas of school psychology practice.

Goal 3: The SSP Program will produce graduates who have professional identities as school psychologists with commitment to ethical standards and best practices.

Objective 1: Graduates will demonstrate knowledge of school psychology history, professional roles, and the breadth of research and practice.

Outcome/Competency: Demonstration of specific knowledge related to the practice of school psychology.

Assessment 1: Successful completion of graduate coursework, including culminating case experiences for all field-based courses.

Assessment 2: University and field supervisors' evaluations of student ability to function as a school psychologist.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will demonstrate professional identities as school psychologists with encouragement to become members and participation in state and national organization.

Outcome/Competency: Membership and participation in state and national organizations.

Assessment 1: Attendance at state and/or national conferences.

Assessment 2: Memberships in state and/or national professional associations.

Goal 4: The SSP Program will produce graduates who demonstrate knowledge and skills to assist individual, group, family, community, and system-level entities in the areas of educational process and progress, assessment for intervention, direct/indirect interventions, and program evaluation.

Objective 1: Graduates will demonstrate knowledge and conceptual understanding regarding services to a variety of consumers in the areas of education, assessment, intervention, and program evaluation.

Outcome/Competency: Demonstration of knowledge and conceptual understanding regarding the provision of comprehensive school psychology services.

Assessment 1: Successful completion of graduate coursework, including culminating case experiences for all field-based courses.

Assessment 2: University and field supervisors' evaluations of student knowledge in providing comprehensive school psychology services.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will practice their skills in school settings that are clearly committed to training, supervision, and providing a wide range of training and educational experiences that integrate students' education and training.

Competency/Outcome: Effective performance in school practica and internship.

Assessment 1: Graduate student evaluations of courses and field-based experience sites, including practica sites and Internship sites.

Assessment 2: University supervisors' evaluations of experiences provided by field-based sites.

Objective 3: Graduates will demonstrate ability to function as a school psychologist providing comprehensive services to students, school systems, families, and communities.

Outcome/Competency: Demonstration of ability to provide comprehensive school psychology services to students, school systems, families, and communities.

Assessment 1: University and field supervisors' evaluations of candidate ability to provide comprehensive school psychology services.

Assessment 2: Portfolio of samples demonstrating competency to provide comprehensive school psychology services with the ability to positively impact the outcomes for students, families, and the school systems in which they work.

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Program of Studies

Data-Based Decision-Making and Accountability	PSYC 5398* PSYC 5394 PSYC 5395 PSYC 5370* PSYC 6396* PSYC 6397* PSYC 6394*	Advanced Child Assessment Psychometrics Assessment of Intelligence and Achievement Academic Assessment & Consultation Practicum in School Psychology I Practicum in School Psychology II Practicum in Psychometrics
Consultation and Collaboration	PSYC 5338* PSYC 5370* PSYC 6396* PSYC 6397*	Consultation in School Psychology Academic Assessment & Consultation Practicum in School Psychology I Practicum in School Psychology II
Effective Instruction and Development of Cognitive/Academic Skills	PSYC 5381 PSYC 5370* PSYC 5339*	Advanced Learning Academic Assessment & Consultation Advanced School Psychology
Socialization and Development of Life Skills	PSYC 5397	Advanced Developmental Psychology
Student Diversity in Development and Learning	PSYC 5380*	Psychology of Diversity
School and Systems Organization, Policy Development, and Climate	PSYC 6395 PSYC 5339*	System Change, Administration, and Change Advanced School Psychology

* Contains a field-based experiential component

Prevention, Crisis Intervention, and Mental Health	PSYC 5330 PSYC 5340 PSYC 5339* PSYC 5361 PSYC 5397 PSYC 6396* PSYC 6397*	Psychopathology Evidence-Based Child Therapy Advanced School Psychology Neuropsychopharmacology Advanced Developmental Psychology Practicum in School Psychology I Practicum in School Psychology II
Home/School/Community Collaboration	PSYC 5338* PSYC 5339* PSYC 6397*	Consultation in School Psychology Advanced School Psychology Practicum in School Psychology II
Research and Program Evaluation	PSYC 5394 PSYC 5387 PSYC 5370* PSYC 5398*	Psychometrics Advanced Statistics Academic Assessment & Consultation Advanced Child Assessment
School Psychology Practice and Development	PSYC 5339* PSYC 6397* PSYC 5379	Advanced School Psychology Practicum in School Psychology II Ethical Practice in Psychology
FIELD EXPERIENCES/INTERNSHIP		
Field Experiences	PSYC 5338* PSYC 5370* PSYC 6396* PSYC 6397* PSYC 6394*	Consultation in School Psychology Academic Assessment & Consultation Practicum in School Psychology I Practicum in School Psychology II Practicum in Psychometrics
Internship	PSYC 6371 A PSYC 6371 B	Internship - Part I Internship - Part II

* Contains a field-experience component

NOTE: Any changes or course substitutions must be approved by the Program Director in advance of course enrollment. Alterations of the Program's Sequence of Study are not made lightly, nor necessarily simply for the sake of convenience. The course to be substituted must match the Program-approved course in content as well as academic rigor.

Three-Year Sequence for the Specialist in School Psychology Program

Year One

Fall Semester

- ___ PSYC 5339 Advanced School Psychology
- ___ PSYC 5394 Psychometrics
- ___ PSYC 5340 Evidence-Based Child Therapy
- ___ PSYC 5338 Consultation in the Schools (Behavioral Consultation)

Spring Semester

- ___ PSYC 5387 Advanced Statistics
- ___ PSYC 5397 Advanced Developmental
- ___ PSYC 5361 Neuropsychopharmacology
- ___ PSYC 5370 Academic Assessment & Consultation

Summer Semester (Summer I)

(online format)

- ___ PSYC 5330 Psychopathology
- ___ PSYC 5381 Advanced Learning

Year Two

Fall Semester

- ___ PSYC 6396 Practicum in SP I
- ___ PSYC 5395 Assessment of Intelligence & Achievement
- ___ PSYC 5380 Psychology of Diversity

Spring Semester

- ___ PSYC 6397 Practicum in SP II
- ___ PSYC 5398 Advanced Child Assessment
- ___ PSYC 6394 Practicum in Psychometrics

Summer Semester (Summer I)

(online format)

- ___ PSYC 6395 System Organization, Administration & Change
- ___ PSYC 5380 Ethical Practice in Psychology

Year Three

Fall Semester

- ___ PSYC 6371A Internship in Psychology

Spring Semester

- ___ PSYC 6371B Internship in Psychology

GRADUATE SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS

PSYC 5330 PSYCHOPATHOLOGY. Students examine psychological disorders and review, critically evaluate, and integrate current scientific literature regarding diagnosis, phenomenology, and etiology. Students also explore issues in the application of the diagnostic system in clinical practice.

PSYC 5338 CONSULTATION IN SCHOOL PSYCHOLOGY. Students examine and apply various methods and techniques of consultation in schools. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components.

PSYC 5339 ADVANCED SCHOOL PSYCHOLOGY. Students acquire knowledge on the history, theory, delivery models and techniques underlying the practice of school psychology. Students also examine various historical and contemporary roles of the school psychologist, in addition to all applicable federal and state laws. There is also a field experience aspect to the course.

PSYC 5340 EVIDENCE-BASED CHILD THERAPY. Students examine selected advanced systems or techniques of psychotherapy, including child therapy, multicultural psychology, group therapy, or others. Content may vary from semester to semester.

PSYC 5361 NEUROPSYCHOPHARMACOLOGY. Students examine field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. Students focus primarily on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

PSYC 5370 ACADEMIC ASSESSMENT AND CONSULTATION. School psychology graduate students develop the skills to assess the academic skill sets and functioning of school-age children and adolescents as well as their respective instructional environments. Students in this course develop an increased understanding of the problem identification and problem analysis stages of consultation within the context of academic difficulties. The course has both didactic and field experience components. Prerequisite: PSYC 5338.

PSYC 5379 ETHICAL PRACTICE IN PSYCHOLOGY. Students acquire knowledge of ethics, standards, laws, state licensing rules and regulations, and historical foundations of the practice of clinical and school psychology. Students examine case material that features ethical conflicts and controversies and practice the process to resolve ethical dilemmas. Prerequisite: Graduate standing.

PSYC 5380 PSYCHOLOGY OF DIVERSITY. Students examine the roles and influences of cultural and individual differences in mental health. Although the field of multicultural psychology covers a vast array of topics, students in this course focus specifically on diversity as it applies to the delivery of clinical services. Appropriate assessment, diagnosis, and intervention approaches to psychological work with various clinical populations will be discussed. Prerequisite: Graduate standing.

PSYC 5381 ADVANCED LEARNING THEORY. Students examine the processes of learning through a critical discussion of current research and theory in the areas of classical conditioning, operant conditioning, and social and cognitive influences in learning.

PSYC 5387 ADVANCED STATISTICS. Students develop competencies in the use of statistical methods as tools for inferential hypothesis testing. Topics may include consideration of data screening, effect sizes, and simple effects tests, and an introduction to multiple regression. Prerequisite: PSYC 3301 or equivalent.

PSYC 5394 PSYCHOMETRICS. Students develop an understanding of the principles of psychometric theory and applications, including reliability, validity, and test construction. Students will thoroughly investigate tests and scales that measure personality and mental health. Limited practicum is required.

PSYC 5395 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT. Students develop competencies in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Students receive supervised instruction throughout the duration of the course. Prerequisites: PSYC 5394 or equivalent.

PSYC 5397 ADVANCED DEVELOPMENTAL PSYCHOLOGY. Students engage in an advanced study of growth and development processes throughout the life cycle. Students examine theories and applications of basic research and delve into one of the major topics – such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development – in depth through critical reading of original research.

PSYC 5398 ADVANCED CHILD ASSESSMENT. Students gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. Students review a variety of individual testing instruments, including those used to evaluate cognitive, social-emotional, behavioral, and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Prerequisite: PSYC 5395.

PSYC 6371 INTERNSHIP IN PSYCHOLOGY. Students demonstrate their ability to integrate and apply their knowledge in a course designed to be the culmination of the master's level training in applied psychology. Prerequisite: 30 hours of graduate coursework.

PSYC 6394 PRACTICUM IN PSYCHOMETRICS. Students further develop and apply skills in administration, scoring, interpreting, and reporting of psychological tests in this concluding practicum experience. Students take this practicum near the end of their educational program, with supervised experience intended to prepare the student for the psychological assessment and diagnostic aspects of internship or initial employment. Prerequisite: PSYC 5394 and PSYC 5395 or equivalent, and a co-requisite of PSYC 5398.

PSYC 6395 SYSTEM ORGANIZATION, ADMINISTRATION AND CHANGE. Students will gain foundational knowledge of systems, including organization, administration, climate, and procedures for policy development, as well as systems-change theory. Schools and local educational structures are examined as a system, with specific challenges facing today's schools explored in-depth. A problem-solving, collaborative approach to change is emphasized.

PSYC 6396 PRACTICUM IN SCHOOL PSYCHOLOGY I. Students develop the theoretical foundation necessary to design and implement intervention programs to promote mental health wellness and resiliency. Students gain direct field experience with the provision of psychological counseling used to assist children. Students also examine ethical issues related to intervention and prevention services. Prerequisite: PSYC 5339.

PSYC 6397 PRACTICUM IN SCHOOL PSYCHOLOGY II. Students bring theory and practice together to continue to develop skills required in practice. This course is designed as the culminating specialist-level, field-based experience. Students develop their skills in school-based practicum sites where they provide a variety of services (e.g., assessment, intervention) under the supervision of both field and university supervisors. Prerequisite: PSYC 6396.

Academics

Academic Performance

Students must achieve a grade of “B” or above in courses. A grade of “C” in any course will necessitate a remediation plan to ensure competency in the relevant area of study in accordance with the *Clinical Training—Remediation* section of the *Handbook*. A grade of “F” or two grades of “C” will result in immediate dismissal from the Program.

Advising

Graduate academic advising is coordinated by the SSP Program Director. Each student’s program of study will follow, as closely as possible, the established curriculum for the SSP Program; however, the Program Director may substitute courses on an individual’s curriculum, subject to approval by the Program faculty. Students will also be assigned to a faculty member in order to develop a stronger interpersonal, more nuanced advising experience.

Dropping Courses

Students are encouraged to not drop a course as this could result in the student needing an additional year to complete the Program. The course sequence from Year 1 to Year 3 is built on the assumption of completion of prerequisite courses. *Students are encouraged to consult with the SSP Program Director when faced with circumstances that may require dropping a course (or courses).*

Academic Dishonesty

Academic honesty is expected and required in all phases of student work. Academic dishonesty will result in an "F" which, in turn, leads to disqualification from the graduate program (see Academic Policy 810213; Appendix F). Academic dishonesty includes, but is not limited to, the following:

1. Cheating on examinations, including the written comprehensives.
2. *Plagiarism*. Papers submitted in courses must be the student's own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using the proper form of citation. A student who submits written work without clear attribution to original sources is guilty of plagiarism.
3. Submitting a paper, book critique, evaluation, or any other written work as the student's own which the student, in fact, did not write or had substantial help in writing. This includes using the services of a commercial research paper agency in course submissions.
4. Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. Papers cannot be used to satisfy requirements in multiple courses, except with the prior written permission of the professor to whom it is submitted. The use of papers from previous master's or undergraduate courses is also prohibited.

Grievances Related to Academic Matters

For matters related to academics (e.g., course grades), the Program follows the academic grievance procedures outlined by the University (see [Academic Policy Statement 900823, Appendix D](#)). Under the provisions of this policy academic grievances include disputes over: (a) course and/or assignment grades, except cases of academic dishonesty (see [Academic Policy Statement 810213, Appendix C](#) for procedures in cases of academic dishonesty); (b) unauthorized class absences or tardiness; (c) an instructor's alleged unprofessional conduct related to academic matters; (d) withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs. For matters related to clinical privileging, the Program applies the procedures outlined in the *Clinical Training* section of this handbook.

Comprehensive Exams

In lieu of a faculty-created qualifying comprehensive exam, school psychology candidates are required to pass the Praxis II exam approved by NASP. Candidates typically sit for the exam during the summer just prior to or during the Internship year.

Practica and Internship

Altogether, field-based practical experience (prior to Internship) of at least 250 - 400 hours will be accrued. Practica are designed to provide professional practice and experience in the areas of the educational process, assessment, and direct and indirect intervention. Close university supervision is provided. Practica are generally conducted in rural and suburban school districts near SHSU so that university supervisors may accompany candidates to field sites as needed. PSYC 6394 is a psychometrics practicum, which allows candidates to focus specifically on completing portions of actual case evaluations as well as at least one Full Individualized Evaluation (FIE). Two separate interventions practica, PSYC 6396 and PSYC 6397, provide over 100 hours each of practice and experience.

The Internship is the culminating experience for the school psychology candidate and requires at least 1200 clock-hours of practice and experience. A broad range of experiences are required that explore the various professional roles that school psychologists utilize as they apply assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs. Close on-site supervision is provided by both a university supervisor as well as a field supervisor. Internships are typically provided in school districts of the candidate's choosing, with Program approval. Occasionally, Internships are approved for out-of-state placements if the supervision and assignment requirements can be met.

Annual Report of Student Progress

Students are required to self-reflect on an annual basis at the conclusion of the spring semester and provide to the Program faculty a brief description of their educational activities during the past academic year. School Psychology faculty will convey to candidates a summary of their progress in the Program to date, including any areas or issues of which the Program faculty has concern. For more information, see the Candidate and Program Evaluations section of the Program Handbook.

Licensure/Certification/Employment

Opportunities for employment as a Licensed Specialist in School Psychology are *very* positive at the present time. The field is, in fact, experiencing a shortage of school psychologists! Graduates of the Sam Houston State University SSP Program typically obtain employment in a school setting immediately upon completion of their Internship. In fact, every graduate from the past 15 cohorts who wishes to be employed as an LSSP is currently employed as such! Frequently, the Internship site employs the graduate. Individuals wishing to relocate to another state should consult regulations for that region. SHSU's program is approved by the National Association of School Psychologists, which is a national association linked with program accreditation for the field through the Council for Accreditation of Educator Preparation, or CAEP. Reciprocity between states, therefore, is likely since Nationally Certified School Psychologists are recognized in most states throughout the nation.

Students are encouraged to take every opportunity to begin establishing themselves as professional academic psychologists from the beginning of their graduate careers. They should consider joining professional associations (see below). These organizations provide student memberships at substantially reduced rates. Presenting papers at these meetings is an important opportunity for gaining experience in oral or poster presentations, meeting other colleagues in the field, and to begin the task of establishing a network of professional connections.

National Association of School Psychologists (NASP)

www.nasponline.org

4340 East West Highway, Suite 402
Bethesda, MD 20814
Phone: 307/657-0270

Texas Behavioral Health Executive Council (BHEC)

Texas State Board of Examiners of Psychologists (TSBEP)

www.tsbep.state.tx.us

333 Guadalupe
Tower 2, Room 450
Austin, TX 78701
512/305-7700

Texas Association of School Psychologists (TASP)

www.txasp.org

TASP
P.O. Box 141023
Austin, TX 78714-1023
Phone: 1-888-414-8277 (Toll Free)

CONTINUING PROFESSIONAL DEVELOPMENT

The SHSU School Psychology Program is committed to providing an active continuing professional development program for practicing school psychologists. As such, the faculty is closely associated with the Trainers' Committee of the Texas Association of School Psychologists (TASP), and faculty members are encouraged to serve on the executive board. The annual conference and area meetings provide continuing education opportunities in the areas of assessment for intervention, educational process, and direct/indirect interventions. The faculty is also supportive of Texas Psychological Association (TPA), Southwest Psychological Association (SWPA), National Association of School Psychologists (NASP), and American Psychological Association (APA) and frequently present continuing education workshops or research papers at conferences. The State Board of Examiners of Psychologists (TSBEP) requires at least 20 clock-hours of continuing education each year to renew the LSSP. The SHSU SSP Program sometimes hosts area/regional meetings. Practicing school psychologists, graduate students and other personnel from nearby school districts are invited.

Upcoming Opportunities

Texas Association of School Psychologists (TASP) Conference

<http://www.txasp.org>

2023

November 2-4
Frisco

2024

November 7-9
Allen

2025

November 6-8
Sugar Land

National Association of School Psychologists (NASP) Convention

<http://www.nasponline.org>

2024

February 14-17
New Orleans, LA

2025

February 18-21
Seattle, WA

2026

February 24-27
Chicago, IL

American Psychological Association (APA) Convention

<http://www.apa.org>

2024

August 8-10
Seattle, WA

2025

August 7-9
Denver, CO

2026

August 6-8
Washington, DC

Admission Requirements

Requirements for graduate admission in *Good Standing* include:

- Minimum 3.0 undergraduate grade point average (GPA)
- Graduate Record Examination (GRE) scores (taken within the past five (5) years and grade point average meeting the College admissions formula (Note: Typically, a higher GPA will allow for a somewhat lower GRE performance, and a somewhat higher GRE score will allow for a somewhat lower undergraduate GPA).
- three (3) letters of recommendation, preferably written by a former instructor or someone who can speak to the potential candidate's ability to complete graduate academic work.
- personal statement detailing interest in the field of school psychology

Requirements for *Probationary* graduate admission include:

- Approval of the Department and College Admissions Committees

Advancement to Candidacy

- ❖ 18 hours of graduate study completed

Comprehensive Exam

- ❖ Praxis II School Psychology Exam required for Nationally Certified School Psychologists

RESIDENCY REQUIREMENTS (per The Graduate School)

A maximum of 15 credit hours of coursework completed outside of Sam Houston State University may be approved and accepted toward the SSP degree. All other coursework must be completed with SHSU.

REQUIREMENTS FOR RESPECIALIZATION OR RETRAINING IN SCHOOL PSYCHOLOGY

Individuals seeking retraining from other areas of psychology (e.g., clinical) must have a Master's or Doctoral degree in psychology. If accepted for retraining, candidates will be provided an action plan to help them address curricular and experiential deficiencies. Candidates who are NOT graduates of the SHSU Clinical MA program must complete sufficient coursework to adequately assure SSP Program faculty of professional skill competence. Historically, candidates seeking retraining have completed one year of full-time study prior to completing the Internship. Individuals desiring respecialization into school psychology practice from any training area other than psychology (e.g., educational diagnostician, school counselor, teacher, social work) *will need to obtain a degree in psychology* in order to be eligible for licensure in the field. As per the residency requirements set forth by the Graduate School, a maximum of up to 15 credit hours may be transferred toward the SSP degree. The transfer eligibility of credits is at the sole discretion of the SSP Program faculty. All retraining and respecialization students will be accepted during the regular admissions period based on available space within Program courses.

GRADUATE PROGRAM

The SSP Program is only open to graduate students, and students are not permitted to substitute course credit in the SSP Program through courses, seminars, and other learning experiences not exclusively offered to graduate students. Similarly, no course credit for undergraduate study, remedial courses, or courses designed to remove deficiencies in meeting requirements for program admission may be used toward the Program. A minimum of 60 graduate hours in courses offered ordinarily to graduate students is required.

Part-Time Admissions Status

Students may be admitted as non-Degree seeking and are allowed to complete up to 15 credit hours before being required to obtain admission into a Graduate Program. Admission into Graduate courses cannot always be guaranteed. Non-Degree status students must apply for full-time admission into the SSP Program during the regular admissions period and will be considered for admission as part of that year's applicant pool. All SSP Program students are admitted on a full-time enrollment basis only.

For more information and to submit application materials, contact:

Ramona M. Noland, Ph.D.
Director, Specialist in School Psychology Program
Campus Box 2447
Department of Psychology and Philosophy
Sam Houston State University
Huntsville, TX 77341-2447
Phone: (936) 294-4310
e-mail: noland@shsu.edu

Priority application deadline for admission:

February 15th*

***PLEASE IDENTIFY YOURSELF AS A SCHOOL PSYCHOLOGY STUDENT**

Students are expected to maintain a University e-mail account through the completion of their Program.

Clinical Training

Graduate study in the SSP Program involves applied professional training. Graduates of the Program will be eligible for licensure as a Licensed Specialists in School Psychology (LSSP) through the Texas Behavioral Health Executive Council under the Texas State Board of Examiners of Psychologists, and ultimately may diagnose and treat a variety of disorders commonly diagnosed in children. *As a result, students must demonstrate competence in school psychological practice.*

Our program affirms the principle that individuals working in the field of school psychology should be trained to offer services to diverse populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

Clinical Privileges

Upon enrollment in the consultation sequence (PSYC 5338 and PSYC 5370) students shall be granted clinical privileges. These privileges mean that they are permitted to engage in school-based psychological activities as directed by and under the supervision of the relevant faculty members involved in their training. *To maintain these privileges, students must continue to demonstrate a level of professional competence appropriate to their level of training and development.*

Supervision/Oversight/Evaluation

Students are trained in the delivery of professional psychological services under the supervision of Sam Houston State faculty as well as external field supervisors when applicable. Students are expected to consult with supervisors regularly, follow the direction of supervisors for all clinical service delivery, and refrain from delivering services outside their and their supervisor's scope of competence. SSP Program faculty must balance their roles as instructor/mentor with that of a gatekeeper who is responsible for credentialing future members of the profession. Consistent with the APA Ethics Code under which psychologists practice, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions where student needs are pitted against social harm that might be engendered by allowing a student to continue in the Program, the benefit of the doubt goes to the prevention of social harm. Under no

circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of techniques of assessment and treatment learned in the classroom to actual clinical situations. However, it also includes appropriate professional demeanor, the practical application of ethical principles, the ability to work and consult effectively with other professionals, to function well as both supervisor and supervisee, and to project an appropriate professional image to the public. This involves the development of both technical expertise and interpersonal skills. Deficiencies in clinical competence may arise from (a) a lack of technical training, (b) interpersonal problems, (c) problems with supervision, (d) emotional instability, and/or (e) cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there is a professional obligation. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action (e.g., professional assistance or consultation, limiting or suspending practical work-related activities).

Remediation

All remediation plans are predicated on the assumption that the difficulty can be remediated. If the faculty determine that the problem is unlikely to be remediated (e.g., the student has engaged in grossly unethical behavior), then the student will be terminated from the Program.

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, the Program faculty will convene to develop a remediation plan. Areas in need of remediation may include, but are not limited to, classroom performance, professionalism, academic integrity, research ethics, and timeliness in completing work. Specific strategies for the remediation may include a reduction in coursework, completion of remedial coursework, and increased levels of supervision.

When deficiencies specifically dealing with practicum work are identified, the first steps are taken within the context of regular supervision. Specific strategies may include increased levels of supervision, a change of supervisor, a reduction in caseload, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, additional work as part of an independent study).

At the end of each semester, the supervisors will routinely provide a written evaluation of each student enrolled in a practice-based course. Supervisors from outside practicum sites

may be invited to participate at the discretion of the faculty. If at any time during the semester a supervisor identifies significant deficiencies and the student does not appear responsive to initial interventions, this committee of supervisors may be convened. Students will be given the opportunity to meet with the clinical supervisors to discuss specific feedback if they wish.

If the supervisor(s) identify functional deficiencies and the student has not been responsive to routine supervisory intervention, remedial measures will be considered. Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills which impair the formation of appropriate clinical relationships. Once such deficiencies are identified, it is incumbent upon the supervisor(s) to work with the student in formulating a remediation plan. The plan will be given to the student in writing and will include: (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized to the student. Depending on the particular problem situation, a wide range of interventions might be applied. These may include: (a) student-initiated change in behavior, (b) additional field experience, (c) additional coursework, (d) additional practicum, (e) specialized tutoring/mentoring, (f) a reduction in caseload, and/or (g) a leave of absence. If personal or personality difficulties underlie or are contributing to performance deficits, strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, and/or (c) personal therapy. If an independent assessment or therapy is required, the practitioner offering the services must be approved by the SSP Program faculty. The student will bear the costs of these services, but the faculty will work with the student to try to find a qualified practitioner with reasonable rates. In no case, however, would a member of the SSP Program faculty conduct psychological assessment or personal therapy of a student. It will be up to the supervisors to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation. Should any remediation issues remain unresolved at the time a student is applying for internship, it is the ethical obligation of the faculty to inform the potential internship site.

Once the deadline for remediation is reached, the faculty will evaluate whether or not the student has met the criteria for successful outcome. If the criteria for successful outcome have been reached, the remediation plan will be terminated, and the student will continue in training. If the student has made progress toward the goals of the remediation plan, but has not met the criteria for success, the faculty may revise the plan and allow for continued efforts toward a successful outcome. If the student has failed to meet the goals of the remediation plan and a successful

outcome is not considered possible, then they will be considered to have failed the remediation plan. A student who fails their remediation plan will be dismissed from training. Any student who is terminated is entitled to the due process outlined in the “Withdrawal of Clinical Privileges or Termination from the Program” section of this handbook or the due process outlines in the SHSU *Academic Policy Statement 910312* (see Appendix B). In all cases, the student will be informed in writing of the faculty decisions and will have the opportunity to discuss the outcome with the SSP Program faculty member(s) involved in the remediation and/or the Director of the SSP Program.

Withdrawal of Clinical Privileges

A student who *at any time* fails to attain an adequate level of professional competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn; this will preclude successful completion of the Program. When clinical privileges are withdrawn the student will receive written notice of the reasons, accompanied by copies of all prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges is one that is made by the standing clinical supervisors, which consists of the entire Program faculty who have been trained as LSSPs and/or licensed psychologists.

The clinical standards to which students will be held with regard to clinical competence, of course, will be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors will constitute grounds for dismissal from the Program on the grounds of inadequate clinical competence:

1. Any gross ethical violations of the *Ethical Principles of Psychologists and Code of Conduct* published by the American Psychological Association;
2. Clinical practices which, by act or omission, constitute a serious threat to client welfare and which are inconsistent with the student's level of training and experience;
3. Failure to recognize situations which necessitate consultation with one's clinical supervisor, or a failure to inform and consult with their supervisor when appropriate situations are recognized;
4. Consistent failure to make adequate progress in the acquisition of clinical skills;
5. Repeated marginal performance or failures in practicum and other experiential clinical training; and/or

6. Failure to comply with professional comportment standards (see *Professional Comportment* below).

Appeals of Withdrawal of Clinical Privileges

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Science in writing within ten (10) business days of the decision.
2. The Dean, within thirty (30) business days of receipt of the appeal request, shall convene a panel of at least three psychologists (who must be licensed (i.e., LSSP, LP or both) if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No supervisors responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given seven (7) business days' written notice in advance of the scheduled appeal by first class mail addressed to their address of record or sent through campus email.
5. The Dean will designate one member of the panel as the Chair and that person shall conduct the proceeding.
 - a. At the appeal proceeding one of the supervisors responsible for the original decision will present the evidence on which the committee's decision was based.
 - b. The student will have an opportunity to challenge the evidence offered on behalf of the committee and to present testimony and other relevant evidence on her or his behalf.
 - c. Formal rules of evidence will not apply.
6. The panel's decision shall be by simple majority and will be final. If the panel decides in favor of the student, the Program Faculty will reverse any decision to withdraw privileges or terminate the student from the program and will determine the proper remedial training efforts for the student.

Please note that a student's withdrawal of clinical privileges will be maintained until a final decision on the appeal is made. If the final decision of an appeal of withdrawal of clinical privileges is that the withdrawal should remain in place, the student will be dismissed from the Program.

Professionalism

Professional Involvement

Students are encouraged to take every opportunity to begin establishing themselves as professional practitioners from the beginning of their graduate careers. They should consider joining professional associations in their area(s) of interest; most provide student memberships at reduced rates that entitle them to receive one or more journals and will provide information about regional and national meetings. Presenting papers at these meetings is an important opportunity for gaining experience in oral or poster presentations, meeting other colleagues in the field, and to begin the task of establishing a network of professional connections.

Professional Comportment

The specialist in school psychology program expects students to adhere to the highest standards for professionalism throughout their graduate studies. To this end, students in the program must demonstrate professionalism in all their interactions with clients, faculty, fellow graduate students, and any undergraduate students they instruct or supervise. SSP students are also expected to approach all their professional activities with strict adherence to the APA *Ethical Principles of Psychologists and Code of Conduct*, including demonstrating beneficence and nonmaleficence in all their work, demonstrating fidelity and responsibility with whom they work, approaching all professional roles and tasks with integrity, ensuring fairness and justice while in their professional roles, and demonstrating respects for people's rights and dignity.

This expectation of professionalism extends to all domains in which status as a candidate in school psychology is relevant. Students should ensure their social media and other online presence reflects respect for their clients, their students, and the field of psychology. Conduct that undermines the public's confidence in the profession of psychology fails to meet this expectation. Similarly, students are expected to conduct themselves with professionalism at professional conferences and similar settings, as they represent the

university and field of psychology. Failure to adhere to professional standards *may* result in dismissal from the program.

UNIVERSITY REQUIREMENTS

Course Load

Normal Load

Master's and/or Specialist students desiring to enroll in more than twelve graduate credit hours in any one semester must obtain approval from the dean of the college in which they are enrolled.

It is important to note that the University requirements for full-time status and requirements of various financial aid programs may differ. It is recommended that students consult with the University's Financial Aid Office to determine how assistantships and fellowships may impact financial aid.

Course Load for Graduate Assistants

Graduate students employed by the University at least half-time as graduate assistants, research assistants, or teaching assistants should enroll in a minimum of six graduate credit hours per semester to be considered full-time graduate students.

For students who are not on a half-time assistantship, the load for a full-time graduate student is nine to twelve credit hours per fall or spring semester and six credit hours in the summer term. Students enrolled in master's or Specialist degree programs should enroll in a minimum of nine graduate credit hours in both the fall and spring semesters and six credit hours in the summer to be considered full-time graduate students. However, while on internship, the minimum number of credit hours is three hours of Internship (PSYC 6371) for both the Fall and Spring semesters. For the purposes of loan forbearance, students on Internship will be considered enrolled full-time and their loan repayment will not begin until six months beyond the date of graduation. Under the University's continuous enrollment policy, a student must be enrolled for a minimum of three credit hours each Fall or Spring semester through completion of the Program.

FACULTY

DRAFT

Program and Associated Faculty

SSP Program Faculty

Ramona M. Noland, Ph.D. *Associate Professor of Psychology.* B.A., Wheeling Jesuit University; Ph.D., University of Tennessee. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include general issues in school psychology, autism spectrum disorders, and issues related to testing and assessment.

Nicholas L. Scheel, Ph.D. *Assistant Professor of Psychology.* B.S., University of Wisconsin - Green Bay; M.A., Ed.S., & Ph.D., University of South Florida. Licensed Specialist in School Psychology. Research interests include identifying effective systems change and reform efforts in implementing multi-tiered system of supports frameworks to enhance social-emotional, behavioral, and mental health services as well as crisis prevention, intervention, and postvention initiatives and practices in schools.

Dieu M. Truong, Ph.D. *Assistant Professor of Psychology.* B.S. and B.A., University of Houston, M.A., Houston Baptist University, Ph.D., University of Houston, APA-Accredited Doctoral Internship and Postdoctoral Fellowship at the Children's Hospital of Philadelphia. Research interests include the intersectional experience of autism and Southeast Asians in the U.S. and globally. Through AsianCrit and other culturally responsive frameworks, the experience of Asian autism families and autistic individuals are examined to inform culturally- and ability-affirming practices and policies in schools and the community.

Jiaju Wu, Ph.D. *Assistant Professor of Psychology.* B.S., M.A., East Tennessee State University; Ph.D., University of Iowa. Board Certified Behavior Analyst. National Certified School Psychologist. Research interests include gifted education, twice-exceptionality, and applied behavior analysis.

Associated Program Faculty

Jeffrey Anastasi, Ph.D. *Professor of Psychology,* B.S., M.A. & Ph.D., Binghamton University (SUNY). Research interests include development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and accuracy.

Jaime L. Anderson, Ph.D. *Associate Professor of Psychology.* B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research interests include personality disorder conceptualization and diagnosis and applied psychological assessment in forensic settings.

Marcus T. Boccaccini, Ph.D. *Professor of Psychology and Associate Director of Clinical Training.* B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests include test construction, mental retardation in death penalty cases, witness testimony, and jury research.

Daniella K. Cash, Ph.D. *Assistant Professor of Psychology.* B.S., Florida Southern College; M.S., University of Alabama in Huntsville; Ph.D., Louisiana State University. Research interests include how social and cognitive principles are at play within the legal system. This includes eyewitness memory, jury decision-making, and deception detection.

Mary Alice Conroy, Ph.D., ABPP. *Professor of Psychology and Director of the Psychological Services Center.* B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist. Diplomate of the American Board of Professional Psychology (Forensic). Research interests include forensic clinical psychology, risk assessment, and civil commitment evaluations.

Craig E. Henderson, Ph.D. *Professor of Psychology,* B.A., Howard Payne University; M.A. Hardin-Simmons University; Ph.D., University of North Texas. Licensed Psychologist. Research interests include family psychology, juvenile substance abuse treatment, custodial grand parenting, and advanced data analytic methodology.

Hillary Langley, Ph.D. *Associate Professor of Psychology.* B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests include developmental psychology and children's mental health; children's eyewitness testimony and the impact of stress and anxiety on children's memory for traumatic experiences; protective effects of prosocial behaviors and emotions (e.g., empathy, gratitude) on children's psychological well-being

Ryan Marek, Ph.D. *Assistant Professor of Psychology.* B.S., John Carroll University; M.A. Kent State University; Ph.D., Kent State University. Licensed Psychologist. Research interests include health psychology and assessment psychology, with a particular focus in presurgical psychological assessment and how psychopathology predicts various medical outcomes.

Adam P. Natoli, Ph.D. *Assistant Professor of Psychology.* B.A. (McNair Scholar), Rider University; M.S., Eastern Michigan University; Ph.D., Adelphi University. Research interests include the psychological and physiological processes of assessment, personality and personality pathology, meta-analytic research, and the psychodynamic/psychoanalytic approaches to conceptualizing and treating personality and psychopathology.

Chelsea G. Ratcliff, Ph.D. *Assistant Professor of Psychology.* B.A., Trinity University; M.A., University of Houston; Ph.D., University of Houston. Licensed Psychologist. Research interests include health psychology, particularly effect of behavioral interventions for medically ill individuals, and relations among physical health, psychosocial adjustment, and quality of life.

Shelley A. Riggs, Ph.D. *Professor of Psychology.* B.A., M.A., and Ph.D., University of Texas at Austin. Licensed Psychologist. Research interests include family systems, attachment relationships throughout the life cycle, trauma and loss, military psychology, and clinical applications of systems and attachment theories.

Jared Ruchensky, Ph.D. *Assistant Professor of Psychology.* B.A., Creighton University; M.S. & Ph.D., Texas A&M University. Research interests include psychological assessment of personality pathology and constructs relevant to forensic/correctional settings.

George Scott, Ph.D. *Assistant Professor of Psychology.* B.S., Liberty University; Ph.D. Ponce Health Sciences University. Research and clinical interests include health psychology, behavioral medicine, health disparities, and Community-Based Participatory Research.

Jorge G. Varela, Ph.D. *Professor of Psychology, Department Chair.* B.A., Florida International University; M.A. & Ph.D., University of Alabama. Licensed Psychologist. Research interests include language and cultural diversity issues in forensic assessment, psychology and law enforcement, and psychology and military service.

Stephen W. White, Ph.D. *Assistant Professor of Psychology.* B.A., M.S., & Ph.D., University of Mississippi; Research interests include: the development, validation, and utilization of animal models of psychiatric syndromes for research, translational validity of animal models, pre-clinical drug discovery focusing on identifying novel antidepressants.

Consultation Sequence

Overview

The sequence of courses focusing on the development of both behavioral and academic consultation skills, as well as data-based assessment of behavioral and academic difficulties, occur in the Fall and Spring semesters of candidates' first year in the Program. By placing these courses in the first year of training, Program faculty hope to emphasize their importance as *foundational* to the best practice of School Psychology. In addition to classroom lecture and discussion, candidates participate in field-based experiences similar to those obtained during Practica for counseling and assessment skill development. The result of the field-based experience is a completed consultation with a teacher coupled with a full consultation report. These experiences directly inform candidates' academic and behavioral consultation efforts during their year of Internship.

Consultation in School Psychology – PSYC 5338

The primary purpose of this course is to provide an overview of consultation theory, research, and practice in psychology and education. An emphasis will be placed on a school-based problem-solving model of consultation. The course is also designed to be broad in coverage and present the role consultation plays in assessment, prevention, intervention, and program evaluation. An applied practicum component that relates the academic aspects of the course to school psychology practice is required.

Academic Assessment and Consultation – PSYC 5370

The purpose of this course is to provide school psychology graduate candidates with the skills to assess academic skill sets and functioning of school-age children and adolescents as well as their respective instructional environments. Candidates in this course will develop an increased understanding of the problem-identification and problem-analysis stages of consultation within an “academic difficulties” context. Further, emphases will be placed on curriculum-based assessment within a decision-making model, as well as linking empirically-validated interventions with assessment results. Applied learning activities will include: teacher interviews for academic difficulties, record reviews, curriculum-based assessment development and administration, and intervention planning.

Procedural Integrity Rubric
- Behavioral Consultation Case¹ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ²	Date
1. Obtains Informed Consent and Assent		
2. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
3. Conducts systematic structured behavioral observation(s)		
4. Establishes adequate baseline in appropriate setting(s)		
5. Identifies posited function(s) of behavior(s)		
6. Conducts Problem Analysis Interview with Teacher(s)		
7. Collaboratively selects an intervention(s) to address behavior(s)		
8. Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
9. Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
10. Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
11. Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature

Candidate Signature

¹ This PIR should be utilized for cases in PSYC 5338, Practicum Courses (6396/6397), and Internship (6371).

² Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Procedural Integrity Rubric
 - PSYC 5370: Instructional Assessment Report -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ³	Date
1. Obtains Informed Consent and Assent		
2. Conducts review of student record(s)		
3. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
4. Conducts review of permanent products (supplied by teacher, parent)		
5. Conducts systematic structured behavioral observation(s) (minimum of two observations in setting of concern)		
6. Conducts student interview		
7. Specifically identifies academic skill deficit(s)		
8. Selects an empirically supported intervention(s) to address to deficit(s)		
9. Provides recommendations to the teacher(s), including implementation, generalization, maintenance, fading contingencies, and contacts for follow-up		
10. Completes written report, providing an approved copy to parent(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

 Instructor Signature

 Candidate Signature

³ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

PRACTICA

DRAFT

Practicum in School Psychology I – PSYC 6396

This course is designed to provide candidates with an opportunity to develop interviewing skills, provide an introduction to psychotherapy, and bring together theory and practice as a developing school psychologist. It is assumed that the candidate has had little to no experience in this domain. Ethical issues involved in clinical practice are thoroughly explored.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, mock interviews and counseling sessions, observation, audio/video recordings and reviews, individual and group supervision, volunteer placements, logs and journals, creative work products, other written assignments, and research presentations.

100 clock-hours are required, with the following approximate breakdown:

41 class	13 individual supervision
10 face-to-face adult role-play	36 applied hours (at school site)

Clock-hour logs are required. Initial counseling sessions with adult volunteers are videotaped for use during supervision, and sessions with students are audiotaped to facilitate supervision.

Practicum in School Psychology II – PSYC 6397

This course is designed to be the culminating practicum experience in interventions for SHSU school psychology candidates. Candidates will gain applied experience (i.e., an average of 8 hours per week over the semester; total of **at least 125 practicum hours**) within a school district placement. The instructor for this course will serve as the university supervisor, while one or more practitioners will serve as on-site supervisors. Emphasis is placed on obtaining experiences related to individual counseling, group counseling, behavioral consultation and intervention and academic consultation and intervention.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, observation, audio/video recordings and reviews, individual and group supervision, and logs. Candidates will also gain experience in presenting didactic materials to their peers on a given area of child/adolescent pathology.

Clock-hour logs are required. Field supervision provided by on-site supervisor; University group supervision provided in class.

Practica are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

Procedural Integrity Rubric - Counseling Case⁴ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ⁵	Date
1. Obtains Informed Consent and Assent (in the case of a group, this is done for each member).		
2. Conducts intake interview with the individual client or with each individual member of a group.		
3. Explains confidentiality and its limitations prior to beginning any intervention work.		
4. Identifies deficits in functioning to be addressed.		
5. Develops an appropriate Treatment Plan.		
6. Establishes adequate therapeutic baseline.		
7. Selects an evidence-based intervention(s) to address difficulties in functioning.		
8. Performs ongoing data collection during the intervention implementation.		
9. Follows Treatment Plan, making adjustments as necessary based on ongoing data collection.		
10. Provides appropriate support to transition the client(s) from services and gives appropriate community and/or school contacts for follow-up		
11. Provides IEP goal progress reports, when appropriate, or provides an approved written report of progress to parent(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature

Candidate Signature

⁴ This PIR should be utilized for cases in Practicum Courses (6396/6397) and Internship (6371).

⁵ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Assessment

DRAFT

Assessment of Intelligence and Achievement - PSYC 5395

The **PSY 5395: Assessment of Intelligence and Achievement** course is designed to acquaint candidates with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence and achievement. Specifically, each candidate will learn to administer, score, and interpret the following instruments:

- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Woodcock-Johnson Tests of Cognitive Abilities, 4th Ed. (WJ-IV COG)
- Woodcock-Johnson Tests of Achievement – 4th Ed. (WJ-IV ACH)
- Kaufman Tests of Achievement, Third Edition (KTEA-3)
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

Additionally, students will gain introductory practice with comprehensive case conceptualization, including cross-battery assessment, as well as integrated assessment report writing.

Approximately 50 practical clock-hours are accrued.

Advanced Child Assessment – PSYC 5398

The **PSYC 5398: Advanced Child Assessment** course is designed to provide candidates with in-depth, practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment such as transdisciplinary play-based assessment (TPBA) and dynamic assessment, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Candidates will also increase their knowledge of assessment of special populations and tests designed for this purpose such as the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Inventory – Revised (ADI-R). Heavy emphasis will be placed on practical application of skills, including review of case examples, presentation of practice cases, and small group work.

Approximately 50 practical clock-hours are accrued.

Practicum in Psychometrics - PSY 6394

The **Practicum in Psychometrics** course is designed to provide candidates with opportunities to further develop and apply skills in the administration, scoring, interpretation, and the reporting of psychological testing results with clients. Candidates can expect to experience a variety of instructional methods, including lecture during the initial month, cooperative learning (group work), and applied work occurring primarily in the form of supervision. Emphasis will be placed on case conceptualization, assessment for intervention, and improving integrated report writing skills. Candidates will gain supervised experience working within their school-based practicum site or at the on-campus Psychological Services Center (PSC).

One complete assessment case, from case conceptualization to feedback session, must be completed over the course of the semester. Additionally, portions of other evaluation cases may be completed at the discretion of the field supervisor. Approximately 125 practical clock-hours are accrued.

Procedural Integrity Rubric

- Assessment Case⁶ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ⁷	Date
Obtains informed consent and assent.		
Indicates explanation of confidentiality and its limitations prior to beginning any assessment work.		
Conducts a record review.		
Selects assessment procedures to address the referral question.		
Conducts a clinical interview of parent(s).		
Conducts a clinical interview of teacher(s) and other school personnel.		
Conducts a clinical interview of student.		
Conducts behavioral observations of the student.		
Assesses cognitive functioning using formal measures.		
Assesses academic functioning using formal measures.		
Assesses social/emotional/behavioral functioning using at least one broad rating scale (BASC-2, CBRS, ASEBA, etc.)		
Uses targeted brief rating scales specific to the referral question or in follow-up to the results obtained on the broad measure (e.g., RCMAS-2, CDI-2, ASDS)		
Provides interpretation of cognitive measure results.		
Provides interpretation of academic achievement measure results.		
Provides interpretation of social/emotional/behavioral measures' results.		
Provides an integrated interpretation of the assessment data gathered.		
Provides diagnostic determinations for TEA criteria and DSM-IV criteria, as appropriate.		
Provides recommendations that are supported by the data obtained.		
Report is completed within the designated timeline.		
Results and recommendations are reviewed with the parent(s), or appropriate attempts are made to review results, prior to the ARD meeting.		
Results and recommendations are presented in the ARD Meeting.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

⁶ This PIR should be utilized for cases in the Practicum in Psychometrics course (6394).

⁷ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

**CANDIDATE
AND
PROGRAM
EVALUATION**

METHODS OF CANDIDATE/PROGRAM EVALUATION

Both formative and summative evaluations are utilized to evaluate candidates, Program elements, and the overall Program.

Evaluation of candidates may include but not be limited to:

- assessment reports
- audio and/or video recordings
- case reports
- class participation
- comprehensive exam
- consultation reports
- formal course examinations
- participation in department activities (e.g., SHASP, program meetings)
- presentations
- simulations/role plays
- supervisor ratings of candidate performance
- timeliness in completing program milestones (e.g., coursework, PRAXIS, internship)

Evaluation of the Program may include but not be limited to:

- annual review of program by candidates
- course evaluations
- graduate employment records
- intern evaluations
- practicum site evaluations
- practicum student evaluations
- programmatic issues raised by candidates
- review of candidate publication and presentation activity
- supervisor evaluations

University Grading System and Academic Probation

Sam Houston State University generally uses the following grades for graduate courses:

A:	Academic excellence
B:	Acceptable performance
C:	Insufficient achievement, but is a passing grade
F:	Failure

In addition, the following grades are applied for special courses and/or under special circumstances:

CR/NC:	<i>Credit (CR) or No Credit (NC)</i> ; applied to thesis and dissertation courses
IP:	<i>In progress</i> ; applied to courses that cannot be completed in one semester (e.g., dissertation).
W:	<i>Withdrawn</i> ; applied to resignation or withdrawal from final class (a graduate student who elects to drop all courses—i.e., resign from the University—must notify the Registrar’s Office and process a resignation request.
X:	<i>Incomplete</i> ; applied when a student does not complete course requirements in the semester when the class was offered due to extenuating circumstances. This grade automatically changes to a “F” if requirements are not met during the next semester.
Q:	<i>Drop</i> ; applied when a student drops a course after the deadline for receiving a “W” but before the final drop deadline during the semester.

Please note a student who receives a grade of “C” will be placed on a remediation plan to ensure competency in the relevant domain. A student who receives two grades of “C” or a grade of “F” in any course within the academic program will be terminated from graduate studies (see SHSU [Academic Policy 910312, Appendix B](#)).

Faculty/Supervisor Ratings of Ongoing Performance

Faculty and field supervisors closely evaluate candidate performance to better monitor and promote student skill development. Each semester, faculty (and field supervisors when appropriate) will use the Candidate Work Dispositions form (see below), the Technology Competencies form (see below), and any applicable course-related evaluation materials and forms to evaluate candidate performance. Ratings and results of performance are reviewed by the Program faculty at the end of each semester to track student progress in general, but they are also used to identify areas in which the candidate may need to improve, and areas that should be the focus of subsequent practicum training and professional supervision.

Leaves of Absence

Graduate candidates who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall and Spring semester after initial registration. Candidates who do not expect to be enrolled should request a leave of absence in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean.

During the internship year, this requirement is satisfied by the Program requirement that students enroll in 3 credit hours of Internship (PSYC 6371) each semester, Fall and Spring. Candidates also are subject to the six-year limitation for degree completion. During a leave of absence, a candidate cannot make use of college or university resources, nor can a candidate take comprehensive exams or defend a proposal or thesis.

INTERNSHIP

COMPREHENSIVE EXAM

During the internship year, the candidate is to take the Praxis II School Psychology Exam which serves as the comprehensive examination requirement for the SHSU SSP Program in addition to being a requirement for obtaining your license to practice. Each candidate is responsible for scheduling and paying for their own examination, and they are further expected to have scores reported directly to SHSU through the use of the institution's ID code 6643. There is a deadline from the College for score reporting related to graduation. Candidates need to be aware of such deadlines as exceptions will not be requested by the Program or the Department.

The Texas State Board of Examiners of Psychologists (TSBEP) will expect the Praxis II School Psychology exam scores be sent as part of the LSSP application.

More information about the exam and registration for it is available through the Educational Testing Service (ETS):

www.ets.org/praxis

Recently, some candidates have preferred to take the exam initially during the summer term prior to the start of the Internship year. This way students have the pressure of studying and passing the exam out of the way before Internship begins. Also, if another examination attempt is required, it will not negatively affect one's ability to graduate in May.

Applying for Internship

Each fall semester, your graduate student organization, the Sam Houston Association of School Psychology, or SHASP, will schedule a meeting for candidates and faculty to discuss requirements and application procedures. It is the responsibility of each individual candidate to locate their respective Internship site. *The Program faculty will retain the **final approval** of the Internship site to ensure the quality of this final training experience.* Program faculty maintain a record of internship sites that highlights the site's philosophy, type of experiences available, number of interns accepted, and so on. Internship sites that will support both breadth and depth of experience, and especially sites that can support candidates' ability to meet the NASP requirements, will be highlighted and emphasized.

Some districts in the Houston area determine their choice of Interns by as early as November or shortly thereafter. Other districts wait until January, February or later to make their decisions. It is important to apply to a number of districts and to seek information from the districts early in the process. Attendance at the Texas Association of School Psychologists (TASP) Annual Conference gives candidates opportunities to talk with districts seeking interns. *It is possible to complete the Internship at an out-of-state location.*

Requirements for SSP Program Approval of the School Psychology Internship Site. The most important requirement for an internship program is a commitment on the part of the school administration and the school psychological services staff to the training of an intern. The intern must be a *graduate student* first and a *deliverer of services* second. The following is a list of requirements for an approvable internship site.

- a. The internship site must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular education programs. This population must include students between the ages of 3 and 21 years.
- b. The internship site must have access to a special education program in which there are specific services for a variety of exceptional children and in which the intern will receive experiences involving all classifications of children with disabilities and special education programs.
- c. The internship site must have the services of at least one school psychologist who meets Texas licensure requirements as a specialist in school psychology, or the equivalent within the state of the Internship experience. ***The intern supervisor must be a full-time employee of the hiring district or cooperative which employs the intern and must provide direct school psychological services to students, parents, and staff.***
- d. The internship site must have a mutual agreement between the administration and the intern supervisor for offering or continuing to offer an internship program, which stresses training,

not service. The intern must not be given the same workload as a certified school psychologist.

- e. The internship site may hire interns only if the intern supervisor and the administration of the hiring district have agreed upon the candidate.
- f. The internship site must make it possible for the intern supervisor to provide direct and personal supervision of the intern for a minimum of two hours per week.
- g. Upon verbal agreement between the intern and the hiring site, and with approval of the SSP Program, the intern and the hiring district must enter into a written contractual agreement. To acknowledge the internship offer, the hiring district should provide the intern with a letter detailing, at minimum, the length of the contract (e.g., typically this would be for one academic year {July/August/September through May/June}) and a minimum of 1200 hours) and the expected minimum salary. If there are specific details to be determined, the letter should detail the procedures to be undergone and the approximate timeline for resolution. The intern should then, in kind, reply to the district in writing of their intention to serve as an intern for that district during the coming school year. The exchange of written intent will be considered binding by all parties unless the terms of the contract change substantially (e.g., the salary offer for the intern is withdrawn). *It is inappropriate for an intern to abandon, without cause⁸, an internship site once an agreement has been reached. Such change initiated by the intern will not be approved by the SSP Program, and consequently, the intern will not be approved for enrollment in the PSYC 6371 Internship in Psychology course. It is the responsibility of the intern to establish immediate contact with the Program Director if for any reason the established internship arrangement is in jeopardy.*

The intern must be on the same schedule and calendar as other full time school psychologists on the staff during the regular school year. When appropriate to training and if not in opposition to district policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professionals. The intern is expected to meet these demands without concern for an hourly schedule. These specifications are in no way different from the expectation for regular staff members but are often overlooked when considering the needs of the psychological services program.

⁸ Cause for leaving an internship site must be related to a breach in verbal understanding of the terms of the internship experience including, but not limited to, removal of or substantial decrease in promised salary, substantial alteration of supervision to be provided to the intern which would not allow the candidate to meet licensure or Program graduation requirements, or substantial alteration of professional experiences to be gained which would not allow the candidate to meet licensure or Program graduation requirements. Cause for leaving the internship and requesting a leave of absence from the Program might include, but not be limited to, unexpected health concerns of the candidate or unforeseen family circumstances requiring postponement of graduate work.

Qualifications and Requirements for the Licensed Specialist in School Psychology (LSSP) or Site Intern Supervisor. It is essential that the school psychologist on-site intern supervisor possess specific skills and knowledge essential for a successful school psychology internship experience.

- a. Possession of a current TSBEP license and/or school psychologist endorsement in the state the internship is located.
- b. A minimum of three academic years of experience as an LSSP or equivalent⁹.
- c. The intern supervisor must be employed as a full-time LSSP in the district or cooperative hiring the intern and provide direct school psychological services to students, parents, and staff. *LSSPs employed on a contractual or casework basis will not be approved as intern supervisors.*
- d. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least one school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.

Desirable Features of Intern Supervisors.

- a. Ability to work independently.
- b. Ability to provide a model of professional ethics and responsibility to the intern.
- c. Ability to communicate effectively and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.
- d. Ability to work effectively with members of other disciplines in the school and community.
- e. Ability to develop a plan of supervision for an intern, taking into consideration the intern's skills and needs, as well as the state and local requirements for an internship.
- f. Ability and willingness to support the intern in difficult situations.
- g. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.
- h. Knowledge of referral sources and other resources in the community.
- i. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics, and interprofessional relationships.
- j. Membership in at least one state and/or national school psychology organization.
- k. Active participation in a regional school psychology organization.
- l. Thorough knowledge of professional standards and ethics.

⁹ The number of years of experience is a requirement of the Texas State Board of Examiners of Psychologists (TSBEP). It is a further requirement of the SSP Program that the supervisor has a minimum of one of these three years practicing in the state in which the internship is to take place. Any exceptions to the SSP Program requirement will be made following a meeting of the Program faculty with majority approval granted.

Internship Guidelines

The internship in school psychology (PSYC 6371) is the final training component that requires the intern to take a full-time school psychology position (or part-time position for two consecutive years) that is closely supervised and comprehensive in scope. The Internship provides an opportunity for the Intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory support from an experienced school psychology field supervisor. The internship is typically the point in training where candidates fully integrate all previous training experiences. It is designed to meet the specific training objectives of the National Association of School Psychologists (NASP) and the licensing requirements of the Texas State Board of Examiners of Psychologists (TSBEP). The intern is required to accumulate at least 1200 practice hours within a school setting, and the SSP Program strongly encourages at least 25% of the total hours to be completed in activities of *direct client contact*.

It is preferable that all coursework be completed before the internship year. However, if that is impossible for some reason, then no more than two courses should be remaining once the internship begins. Only one course per semester may be taken in addition to the internship course.

The internship is aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

- ❖ An Internship is designed to provide the trainee with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. The Internship is the culminating training experience and follows a programmed sequence of experiences including practice and field experiences. The Internship placement must allow the Intern the opportunity for carrying out major professional functions under appropriate supervision.
- ❖ The Internship provides training in a range of intervention and assessment activities conducted with and for children and youth needing school psychology services.
- ❖ The Internship agency employs a clearly designated and actively licensed psychologist/licensed specialist in school psychology who is responsible for the integrity and quality of the Internship. For any portion of the Internship completed outside a school setting, an appropriately credentialed psychologist must supervise.

- ❖ Reports by the Intern to consumers must be cosigned by the supervising psychologists/licensed specialists in school psychology.
- ❖ The Internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face supervision ***with at least one hour being exclusively individual supervision.***
- ❖ A field supervisor shall not supervise more than ***two*** Interns in one semester.
- ❖ In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional issues seminars, in-service training, and other activities approved by the field supervisor.
- ❖ The total Internship experience may occur in more than one setting but must include a minimum of 1200 hours and must be completed within 24 months. At least 600 of the 1200 total hours must be completed in a “school setting.”
- ❖ Supervision should comprise at least 10% (120 hours) of the Intern’s total time (assuming 1200 total hours), although some of this time may occur during times outside the regular workday.
- ❖ At least 25% (300 hours) of the Intern’s time is in direct client contact.
- ❖ School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two years.

Goals

- ❖ Provide direct interventions to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as assessment, psychotherapy, and consultation.
- ❖ Provide indirect intervention services to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as consultation, in-service training, and program development.
- ❖ Demonstrate skills as a data-based problem solver and program evaluator as evidenced in assessment, program development, and program evaluation.

- ❖ Demonstrate skills in knowledge of human diversity/individual differences when working with school-aged young people, parents, teachers, and other school/professional personnel.

Internship *Minimum* Requirements

Breadth of Experiences

Interns should have experiences at *all levels* of service, including Infant/Preschool, Elementary School, Middle/Jr. High School, and High School. For the professional skills evaluated through the Portfolio Evaluation (i.e., assessment, counseling, behavioral intervention, and academic consultation) candidates should provide evidence of work within both the early developmental ages (i.e., Infant/Preschool and Elementary School) and the later developmental ages (i.e., Middle/Jr. High School and High School). Faculty can, at any time throughout the Portfolio Case Review sequence, recommend using a different case for the final Portfolio submission. Therefore, candidates are encouraged to identify a minimum of three potential cases for each of the four submission areas in the event that their initially submitted case is deemed for whatever reason to be unacceptable. All completed internship activities will be documented on the Internship Plan of Practice (IPOP) timesheet in Tevera (an example of this form appears below). These experiences should occur across all developmental levels of service as much as possible within the scope of the intern’s work assignments and with the understanding that some activities (e.g., Manifestation Determination Reviews) occur far more frequently in some levels than in others.

Required Activities

Assessment¹⁰

Emotional Disturbance/ADHD Evaluations	5
Specific Learning Disability Evaluations	2
Intellectual Disability (Including IQ/Ach/AdBeh)	2

Counseling¹¹

Individual Therapy Cases	5
Group Therapy Cases	2

¹⁰ *At least three* of the assessment cases reported should be Full Independent Evaluations (FIEs), which means that the Intern has completed the assessment in its *entirety*, including interviews, observations, cognitive and academic achievement testing, and measurements of social, emotional, and behavioral functioning.

¹¹ *At least three* of the counseling cases reported should include the Intern as the lead or co-lead therapist, and as such the Intern is expected to have drafted the treatment goals and objectives as well as monitored the progress of the counseling intervention.

Behavioral Consultation¹²

Teacher Consultation Cases	3
Parent Consultation Case	1

Academic Intervention¹³

Teacher Consultation Cases	3
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Behavior Intervention Plan Development

Any individual student	4
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Functional Behavioral Assessment

Any individual student	4
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Manifestation Determination Review (MDR) Meetings

Attendance only	3
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IEP Team (ARD) Meetings

Attendance only	6
Meeting Facilitator	2

Recommended Professional Activities

- Professional Development/In-Service Training *Participation*
- Professional Development/In-Service Training *Presentation*
- Attendance at the Texas Association of School Psychologists (TASP) annual conference
- Building Intervention Team Meeting Participation (sit as a team member if possible)
- Attendance at one or more *national* conferences
- Involvement in RtI development and/or implementation (either academic or behavior, or both)
- Crisis Intervention Training and/or program development
- Participation on the district crisis intervention team

¹² *At least three* of the behavioral consultation cases reported should follow best practices expectations with regard to baseline data collection, ongoing data collection, and monitoring of treatment integrity and effectiveness – all performed under the direct guidance of the Intern.

¹³ *All three* of the academic intervention cases reported should follow best practices expectations with regard to conducting an initial assessment of academic skill to determine specific areas of weakness as well as ongoing data collection and monitoring of treatment integrity and effectiveness – all performed under the direct guidance of the Intern.

Internship Plan of Practice (IPOP)

Activity Completed	Developmental				
	Client Name	Age Level	DOB	School	Date
Assessment Cases					
<u>I. Emotional Disturbance, ADHD and/or Autism:</u> (evaluations requiring, at minimum, an examination of psychological functioning)*	1. M. Martinez	Elementary	06/06/10	Anywhere	09/09/23
	2.				
	3.				
	4.				
	5.				
	6.				
<u>II. SLD cases:</u> (SSP Intern to administer the IQ and Achievement)*	1.				
	2.				
	3.				
	4.				
<u>III. Intellectual Disability</u> (SSP Intern to administer IQ, Achievement & Adaptive Behavior measures)* *It is possible to have one case count for more than one 'type' as presented in the IPOP document.	1.				
	2.				
Counseling Cases					
Individual	1.				
	2.				
	3.				
	4.				
	5.				
Group	1.				
	2.				

Academic Consultation Cases					
Teacher	1. 2. 3.				
Behavioral Intervention Cases					
Teacher	1. 2. 3.				
Parent	1.				
Behavior Intervention Plan (BIP) Development					
Individual	1. 2. 3.				
Functional Behavioral Assessments (FBA)					
Individual	1. 2. 3.				
Manifestation Determination Review (MDR)					
Attendance only	1. 2.				
Leading	3. 4.				
IEP Team (ARD) Meetings					
Attendance only	1. 2. 3.				
Leading	1. 2.				

Responsibilities

Field-Based Supervisor

The Field-Based Supervisor is a full-time employee of, or under full-time contract by, the school district/cooperative. The Field-Based Supervisor is required by the Texas State Board of Examiners of Psychologists (TSBEP) to have at least three years of work experience as a practicing school psychologist and should hold a valid credential as a Licensed Specialist in School Psychology issued by TSBEP (or the equivalent credential if the internship is taking place outside of Texas). Further, the SSP Program requires that the supervisor have at least one full-time year of work experience within the district/state in which the internship is being provided. It is, of course, preferable that the Field-Based Supervisor have some experience as a supervisor as well. The Field-Based Supervisor is expected to fulfill the following responsibilities:

- Negotiate with the intern an Internship Plan consistent with Program goals and objectives that includes the minimum recommended experiences.
- Be responsible for no more than two (2) interns at any given time.
- Provide an average of two hours of direct supervision each week per intern. Be available for supervision of the intern on an as-needed basis throughout the work week.
- Systematically evaluate whether the intern has met specific Program goals and objectives as well as field-based requirements.
- Provide intern with a broad range of professional experiences.
- Contact the University Supervisor if any significant problem occurs with the intern's assignment.
- Participate in formal evaluations of the intern's progress with University Supervisor at two points during the year.
- Conduct supervision in a manner consistent with current legal/ethical professional standards.
- Ensures that the school district provides appropriate support including:
 - commitment to the internship as a *training* experience.
 - written contractual agreement specifying the period of appointment and the terms of compensation,
 - expense reimbursement consistent with policies pertaining to agency school psychologists,
 - a schedule of appointments consistent with that of the agency school psychologists (e.g., calendar, participation in continuing professional development activities,
 - provision for participation in continuing professional development activities,
 - an appropriate work environment including adequate supplies, materials, secretarial services, and office space, and
 - release time for internship supervisors

University Supervisor

The University Supervisor is a representative of the Sam Houston State University SSP Program. The University Supervisor should hold a valid Licensed Specialist in School Psychology credential issued by the Texas State Board of Examiners of Psychologists. The responsibilities of the University Supervisor will include the following:

- Be responsible for ensuring that the district has a commitment to the internship as a training experience.
- Monitor the internship to ensure it is consistent with Program goals.
- Limit supervision provided by Field Supervisors to no more than two (2) interns at any time.
- Maintain an ongoing relationship with the intern and the intern's field-based supervisor and provide at least one field-based contact per semester for each intern.
- Be available to interns to provide mediation of difficulties, technical assistance, and any additional services needed.
- Be responsible for documenting that the intern is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
- Provide documentation to the University when the student has completed all requirements of the internship, including a final course grade, through collaboration with the student and field supervisor.

Intern

The intern must have completed sufficient coursework required by the SSP Program and have approval of the Program Director and University Supervisor to complete the internship. The intern is expected to fulfill the following responsibilities:

- Review with the Field-Based Supervisor all intern duties, supervision, work hours, workspace, supplies, etc.
- Review and jointly create with the Field-Based Supervisor an internship Plan consistent with Program goals and objectives.
- Complete internship Logs and obtain Field-Based Supervisor's signature frequently.
- Notify the University Supervisor of any major change of assignment or difficulties associated with the internship.

PORTFOLIO REVIEW

The Sam Houston State University School Psychology Program employs a systematic process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive outcomes regarding the educational and mental health needs of children.

Over the course of the internship year, candidates are required to submit portions of a portfolio which will ultimately include an academic assessment and intervention case along with a behavioral intervention case. For the two cases submitted, at least one of them should be direct intervention provided to the student. The portfolio is evaluated by a committee of Program faculty to ensure that candidates are able to integrate theory and practice in delivering appropriately *effective* services. The portfolio as a whole will be evaluated as exceeding expected competencies, meeting expected competencies, or below expected competency levels for an entry-level professional in the field of school psychology. Each portfolio case will be evaluated using the following methodologies:

1. Procedural Integrity Rating (PIR)
2. Case Study Rubric (CSR)
3. Data-based case evaluation (as appropriate: effect size, rate of improvement, and/or Percentage of Non-Overlapping Data points will be used to assess case monitoring and effectiveness of the intervention implemented.

The evaluation of each portfolio case, along with timeliness in meeting other deadlines and regularity with University supervisor communication, will determine the candidate's fall and spring semester internship course grades.

The final portfolio will be a collection of electronically submitted documents that are clearly marked to allow for better organization and access to materials and possible future revising. The portfolio should include:

- **Academic Intervention Case**
 - Candidates should include a sanitized version of a final academic assessment/consultation report from a case that is representative of the *academic* assessment and intervention experiences they have obtained during their internship year.
 - While reports will take on the special nuances of the school district in which the consultation took place, all reports should include the following minimum sections: reason for referral, background information and record review, problem

identification, behavioral observations, student interview, problem analysis, intervention implementation, plan evaluation (including positive impact), summary, and recommendations.

-
- **Behavioral Intervention Case**
 - Candidates should include a sanitized version of a final consultation report from a consultation case that is representative of the behavioral consultation experiences they have obtained during their internship year.
 - While reports will take on the special nuances of the school district in which the consultation took place, all reports should include the following minimum sections: reason for referral, background information and record review, problem identification, behavioral observations, baseline data, posited function(s) of the behavior(s), problem analysis, intervention plan, plan evaluation (including positive impact), summary, and recommendations.
 - In addition, candidates should attach functional behavioral assessment (FBA) information and/or report as well as behavioral intervention plan (BIP) information and paperwork developed as part of this behavioral intervention case (e.g., not developed as part of a traditional assessment or developed in isolation without a co-occurring behavioral consultation).

The Portfolio Review of the two cases submitted is actually a sequence of evaluations conducted over the course of the internship year (please refer to the PSYC 6371 course syllabus for specific information regarding due dates, etc.). Candidates are to select the case that best represents the work they have completed thus far in each area, and those case reports will be edited by one faculty member. Candidates are to apply the feedback as they continue to complete the submitted case and other cases throughout the course of the internship. Unless the faculty reviewer recommends the use of a different case, the initial case submitted may be used during each revision sequence.

The final cases submitted as part of the Portfolio Review will be evaluated by two faculty members. Faculty will use the PIR and the CSR documents for each respective case (see documents that follow). Candidates are well-advised to carefully review these forms at the onset of their internship experience and then again periodically throughout their internship year as they work to complete internship requirements and select cases that best represent their *best practices* field experiences. A candidate should *never* receive a rating of 0 on any PIR form. Interns should consult with the University Internship Supervisor for ongoing guidance required for the Portfolio review submissions.

In addition to the PIR and FRF ratings, cases submitted with data will also be evaluated for the level of positive impact on student learning. **Candidates are expected to report both baseline and intervention data for each Portfolio case submitted in both textual and graphic form.** This information can easily be used to calculate the candidate's positive impact on student learning through the use of several different analyses, with the two most common methods including effect size and rate of improvement. The Percentage of Nonoverlapping Data (PND) is used to show how many data points during the intervention phase were above the most extreme baseline data point (highest point if the desired effect is an increase; lowest point if the desired effect is a reduction). Effect size calculation for the cases could be based on either standard mean difference between baseline and intervention phases or percentage of treatment reduction from baseline. Rate of improvement is most typically calculated using R^2 . **Candidates are expected to calculate and report their positive impact on student(s) for each Portfolio case submitted.** SSP Program faculty would encourage candidates to select cases that not only meet the procedural and standards-based expectations, but that also demonstrate moderate intervention effectiveness for PND (i.e., 50-70% or higher), effect size (.8 or higher) and R^2 (.20 or higher). Candidates are expected to demonstrate moderate intervention effectiveness for at least one of the two cases submitted.

Procedural Integrity Rubric - Academic Intervention Case -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating	Date
1. Obtains Informed Consent and Assent		
2. Conducts review of student record(s)		
3. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
4. Conducts review of permanent products (supplied by teacher, parent)		
5. Conducts systematic structured behavioral observation(s) (minimum of two observations in setting of concern)		
6. Conducts student interview		
7. Specifically identifies academic skill deficit(s)		
8. Conducts Problem Analysis Interview with Teacher(s)		
9. Collaboratively selects an empirically-supported intervention(s) to address behavior(s)		
10. Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
11. Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
12. Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
13. Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Procedural Integrity Rubric
- Behavioral Intervention Case -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating	Date
12. Obtains Informed Consent and Assent		
13. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
14. Conducts systematic structured behavioral observation(s)		
15. Establishes adequate baseline in appropriate setting(s)		
16. Identifies posited function(s) of behavior(s)		
17. Conducts Problem Analysis Interview with Teacher(s)		
18. Collaboratively selects an intervention(s) to address behavior(s)		
19. Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
20. Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
21. Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
22. Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

CASE STUDY EVALUATION FORM
SPECIALIST IN SCHOOL PSYCHOLOGY PROGRAM
SHSU – INTERNSHIP PORTFOLIO REVIEW

Reviewer: _____

Date of Review:

SECTION I. (TO BE COMPLETED BY REVIEWER)

Summary of Strengths (Based on the rubric):

Summary of Areas for Improvement (Based on the rubric):

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.

1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not sufficiently redacted from the report.
TOTAL	{Total ratings for Section1 }	{Total ratings for Section1 }
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	<input type="checkbox"/> Data are not gathered from multiple sources. The following are missing: <ul style="list-style-type: none"> <input type="checkbox"/> Record Review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Testing

2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND <input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included OR <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4	<input type="checkbox"/> Baseline data are graphed AND <input type="checkbox"/> Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND <input type="checkbox"/> Use an appropriate comparison standard.	<input type="checkbox"/> Baseline data are not graphed AND/OR <input type="checkbox"/> Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR <input type="checkbox"/> Do not use an appropriate comparison standard.
TOTAL	{ Total ratings for Section 2 }	{ Total ratings for Section 2 }
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit	<input type="checkbox"/> The problem behavior is not hypothesized as a skill or performance deficit.
3.2	<input type="checkbox"/> Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. <p style="text-align: center;">AND</p> <input type="checkbox"/> All hypotheses are testable.	<input type="checkbox"/> Multiple hypotheses are not developed <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Hypotheses are untestable.
3.3	<input type="checkbox"/> Hypotheses are stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are NOT stated in observable/measurable terms.
3.4	<input type="checkbox"/> Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Hypotheses are not tested <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	<input type="checkbox"/> A conclusive statement that formally describes the cause of the problem is included <p style="text-align: center;">AND</p> <input type="checkbox"/> Leads to a logical intervention.	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Does not lead to a logical intervention.
TOTAL	{Total ratings for Section 3}	{Total ratings for Section 3}
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

	Effective	Needs Development
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented AND <input type="checkbox"/> Is linked to preceding sections.	<input type="checkbox"/> Multiple interventions are implemented simultaneously. AND/OR <input type="checkbox"/> The intervention is not evidence-based. AND/OR <input type="checkbox"/> The intervention is not linked to preceding sections of the report.
4.2	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <input type="checkbox"/> Intervention components are clearly described (i.e., independent variable) AND <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	<input type="checkbox"/> The intervention is not replicable: <input type="checkbox"/> Intervention components are not described (i.e., independent variable) AND/OR <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)

4.4	<input type="checkbox"/> A skill or performance goal is stated. AND <input type="checkbox"/> Described using the same metric as the dependent variables AND <input type="checkbox"/> Is linked to baseline data AND <input type="checkbox"/> Achievable based on research or other data.	<input type="checkbox"/> A skill or performance goal is NOT stated. AND/OR <input type="checkbox"/> Is not described using the same metric as the dependent variables AND/OR <input type="checkbox"/> Is not linked to baseline data AND/OR <input type="checkbox"/> Is not achievable based on research or other data.
4.5	<input type="checkbox"/> Progress is monitored AND <input type="checkbox"/> Progress monitoring data are presented.	<input type="checkbox"/> Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: <input type="checkbox"/> Reported AND <input type="checkbox"/> Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Reported AND/OR <input type="checkbox"/> Are not used in the interpretation of intervention efficacy.
TOTAL	{Total ratings for Section 4}	{Total ratings for Section 4}
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data <p align="center">AND</p> <input type="checkbox"/> Goal/Target indicator or aim line <p align="center">AND</p> <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single target behavior is presented on multiple graphs <p align="center">AND/OR</p> <input type="checkbox"/> Relevant graphs are not included. <p align="center">AND/OR</p> The following components are not included in the graph: <input type="checkbox"/> Baseline data <input type="checkbox"/> Goal/Target indicator or aim line <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2	<input type="checkbox"/> Adequate intervention data (i.e., a minimum of 8 weeks) are collected to demonstrate level and/or trend under intervention conditions.	<input type="checkbox"/> Insufficient data (less than 8 weeks) are collected to meaningfully interpret the results of the intervention.
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.	<input type="checkbox"/> Visual or statistical analyses were not used <p align="center">OR</p> <input type="checkbox"/> The intervention was ineffective.
5.4	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are included.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not included.
5.5	<input type="checkbox"/> Strategies for follow-up are included.	<input type="checkbox"/> Strategies for follow-up are not included.
TOTAL	{Total ratings for Section 5}	{Total ratings for Section 5}
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Credentialing Information

Licensed Specialist in School Psychology (LSSP) & National Certified School Psychologist (NCSP)

LSSP (if you plan to work in public schools in Texas)

*This application **MUST** be submitted to the Texas State Board of Examiners of Psychologists (TSBEP) **PRIOR** to your graduation in May from the SSP Program. Please refer to the document that follows which gives the specific Board statement addressing the need for prompt application submission.*

****Access the instructional PDF for licensure application for the LSSP license from the BHEC/TSBEP website.****

The Board indicates an approximate processing time for LSSP applications of **25 days** after your application is received. If you have heard nothing from the Board after five weeks, you may wish to call the Board and ask about the status of your application.

Once you have been notified by TSBEP that your LSSP application has been approved, you will be able to apply to take the **Jurisprudence Exam**. The Jurisprudence Exam is a take-home, open book exam that will be made available to you upon your pre-payment, and you will have two weeks to complete the exam. Performance expectations to pass this exam are **HIGH: 90%!** Once you pass the Jurisprudence Exam, you will receive your regular **LSSP** license.

NCSP

You may download the NCSP application from

http://www.nasponline.org/certification/becoming_NCSP.html

If you have graduated from the program anytime since **2000**, you may check that you graduated from a **NASP Approved** program.

Be sure you send to NASP:

- ❖ Praxis exam scores (sent directly from ETS)
- ❖ The completed NCSP application with:
 - ❖ A copy of official transcript indicating the receipt of your degree
 - ❖ The application fee
 - ❖ All related forms with Program Director's signature

DRAFT

DRAFT

**Affiliation Agreement:
Candidate and Independent School District**

STATEMENT OF AGREEMENT

BETWEEN

ANYWHERE INDEPENDENT SCHOOL DISTRICT

AND

CANDIDATE NAME (STUDENT)

THIS AGREEMENT (“Agreement”) is entered into by and between Anywhere Independent School District (the “Facility”) located in Anywhere, Texas, and Candidate Name, a student who will be fulfilling the role of Intern with the Facility during the 2023-2024 school year (“Intern”). Facility and Intern collectively are “the Parties” and singularly “a Party” or “the Party.”

WHEREAS, Facility will provide *training* in the provision of psychological services, to include assessment, consultation, behavioral and academic intervention, and both individual and group counseling, to the Intern, who is enrolled in the culminating internship course of the Specialist in School Psychology Program within the Psychology Department at Sam Houston State University (the “University”);

WHEREAS, Facility and University have agreed to terms of the internship program under separate agreement;

WHEREAS, Intern seeks to receive *training* in the provision of psychological services at the Facility during the 2023-2024 school year;

WHEREAS, the Parties hereto agree it is of mutual interest and advantage to give Intern the opportunity to utilize the Facility for educational purposes;

NOW, THEREFORE, the Parties agree as follows:

ARTICLE I
RESPONSIBILITIES OF FACILITY

The Facility shall agree to the following terms, obligations, and covenants:

- (1) Provide a commitment, as part of this agreement with both the University and the Intern, to the application of the internship as a *training experience*, with the express

understanding that the completion of required training expectations and competencies is the primary objective for the Intern;

- (2) Provide supervised learning experiences for Intern in accordance with National Association of School Psychologists (“NASP”) guidelines for agreed upon learning objectives, skill development areas, learning experiences, and intended learning outcomes;
- (3) Provide wages, social security taxes, medical insurance, or workers’ compensation insurance for Intern. Such wages shall be at a rate of _____ per _____;
- (4) Assign a qualified supervisor(s), employed full-time by the Facility, to work with Intern;
- (5) Ensure that the assigned supervisor(s) will provide, at minimum, two hours of supervision per week of employment;
- (6) Ensure that the time of supervision available to Intern is based on need, as determined by Intern and Intern’s assigned caseload demands, and not limited to fulfillment of the minimum requirement only, with Intern’s need for supervision expected to fluctuate on a weekly basis over the course of the internship experience;
- (7) Provide periodic performance information to Intern as prescribed;
- (8) Provide Intern with essential conditions and materials for his/her work, including space, privacy, and technological supports;
- (9) Provide an atmosphere for learning that is supportive and free from discrimination based on race, ethnicity, religion, gender, age, veteran status, disability, sexual preferences, or gender identity. In execution of this Agreement, Facility, its contractors, subcontractors, their respective employees, and others acting by or through them shall comply with all federal and state policies and laws prohibiting discrimination, harassment, and *sexual misconduct*. Any breach of this covenant may result in termination of this Agreement;
- (10) Provide Intern with information regarding policies and procedures of the Facility and with orientation experiences to ensure that Intern will be able to meet the requirements of the Facility.

ARTICLE II
RESPONSIBILITIES OF INTERN

The Intern shall agree to the following terms, obligations, and covenants:

- (1) Participate fully in supervised learning experiences in accordance with NASP guidelines for agreed upon learning objectives, skill development areas, learning experiences, and intended learning outcomes;
- (2) Provide a commitment, as part of this Agreement to the application of the internship as a *training experience*, with the express understanding that the completion of required training expectations and competencies is the primary objective;
- (3) Monitor participation in the supervised learning experiences provided to ensure that they are sufficient to meet the NASP requirements for internship and completion of the final portfolio evaluation. *I will inform the Facility if I need additional experiences;*
- (4) Complete the learning agreement with the Facility supervisor and monitor progress toward meeting these goals;
- (5) Ensure understanding of the obligation to meet all education expectations of the internship course;
- (6) Maintain frequent communication with Facility personnel to assist in the monitoring of progress;
- (7) Acknowledge and comply with the policies and procedures of the Facility, and notify Facility supervisor immediately if there is any reason why you are not be able to meet the requirements of the Facility;
- (8) Adhere strictly to all applicable administrative policies, rules, standards, schedules, and practices of the Facility;
- (9) Comply with Facility rules, regulations, policies and procedures, state, and federal law in the performance of your duties as required by the University and Facility;
- (10) Maintain confidentiality of all Facility matters, proceedings, and information to the extent required by law, including, but not limited to, client records and information. *This confidentiality shall extend beyond the termination of this agreement.*

ARTICLE IV
TERM AND TERMINATION

- (1) This Agreement is effective upon execution and shall remain in effect until the end of _Spring, 2024_ semester.
- (2) The Facility shall have the right to demand immediate removal of Intern from its premises, upon a determination by the administrator in charge that the Intern poses a threat to the safety of the Facility’s clients or personnel or to the orderly business functioning of Facility.

ARTICLE V
GENERAL PROVISION

- (1) This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.
- (2) The Parties may modify the terms and conditions of this Agreement upon mutual written consent.
- (3) This Agreement and all terms and conditions contained herein shall become effective as of the date of the last signature below (“Effective Date”).
- (4) Facility represents that the individual executing this Agreement on behalf of Facility has authority to do so, and thereby to bind the Facility.
- (5) If a dispute, controversy, or claim arises out of or relates to this Agreement, the Parties shall make a good faith attempt to resolve the issues.

IN WITNESS THEREOF, the Parties have executed this Agreement in multiple counterparts. The effective date of this agreement will be the date of the last signature below:

ANYWHERE Independent School District

Intern

By: _____

By: _____

(Print): _____

(Print): _____

Title: _____

Date: _____

Date: _____

DRAFT

**Affiliation Agreement:
SHSU and Independent School District**

STATEMENT OF AGREEMENT

BETWEEN

SAM HOUSTON STATE UNIVERSITY
PSYCHOLOGY DEPARTMENT SPECIALIST IN SCHOOL PSYCHOLOGY PROGRAM

AND

ANYWHERE INDEPENDENT SCHOOL DISTRICT

THIS AGREEMENT (“Agreement”) is entered into by and between the Specialist in School Psychology Program (“SSP Program”) in the Psychology Department of Sam Houston State University, an institution of higher education in the State of Texas and a component of The Texas State University System (the “University”), located in Huntsville, Texas, and Anywhere Independent School District (the “Facility”), located in Anywhere, Texas. University and Facility shall be known collectively as “the Parties” and singularly as “a Party” or “the Party.”

WHEREAS, University and Facility seek to provide *training* in the provision of psychological services in the Facility, to include assessment, consultation, behavioral and academic intervention, and both individual and group counseling, for the students enrolled in the culminating internship course of the Specialist in School Psychology Program within the Psychology Department at the University;

WHEREAS, it is agreed by the Parties hereto to be of mutual interest and advantage that students be given the opportunity to utilize the Facility for educational purposes.

NOW, THEREFORE, the Parties agree as follows:

ARTICLE I
RESPONSIBILITIES OF UNIVERSITY

University shall agree to the following terms, obligations, and covenants:

- (1) Provide information and assistance to the Facility to implement a program of educational experiences suitable to each University student, including students with disabilities;
- (2) Inform the Facility of the name, address, and telephone number of the Director of Internship Training who will be available to assist the Facility personnel and student, and

who will be responsible to maintain on-going contact with the Facility's designated representative;

- (3) Acquaint the Facility designated representative and participating staff with the goals, objectives, methods, and specific expectations of the SSP Program's internship experience;
- (4) Assign to the Facility only those students who have fulfilled prerequisites for the educational experience;
- (5) Assign only one student per agreement;
- (6) Notify the Facility as soon as possible of the name and academic arrival date of the student;
- (7) Ensure that the student assigned to Facility are instructed as to the Facility's requirement to maintain professional liability insurance coverage in amounts not less than \$1,000,000 for each claim and an annual aggregated of \$3,000,000;
- (8) Inform student about his or her obligations to adhere strictly to all applicable administrative policies, rules, standards, schedules, and practices of the Facility;
- (9) Inform the student and faculty members of the obligation to maintain confidentiality of all Facility matters, proceedings, and information to the extent required by law, including, but not limited to, client records and information. *This confidentiality shall extend beyond the termination of this agreement;*
- (10) Inform student and Facility representative of the obligation to meet all education expectations of the internship course as well as all University degree requirement deadlines in order for student to graduate with the Specialist in School Psychology degree, a requirement for future professional licensure;
- (11) Upon notice to the University by either the student or any other concerned party, inform Facility of any adverse circumstances to which the Facility may be exposed as a result of the behaviors deemed to be dangerous by the student;
- (12) Upon notice to University, notify the Facility of any complaint, claim, investigation, or lawsuit involving a University student;

- (13) Notify student of his or her obligation to comply with University and Facility rules, regulations, policies and procedures, state, and federal law in the performance of his or her duties as required by University and the Facility;
- (14) Accept overall responsibility for the education, evaluation, qualifications, and competency development of student.

ARTICLE II RESPONSIBILITIES OF FACILITY

The Facility shall fulfill the following terms, obligations, and covenants:

- (1) Provide a commitment, as part of this agreement with both the University and the student, to the application of the internship as a *training experience*, with the express understanding that the completion of required training expectations and competencies is the primary objective for the student;
- (2) Provide supervised learning experiences for student in accordance with National Association of School Psychologists (“NASP”) guidelines for agreed upon learning objectives, skill development areas, learning experiences, and intended learning outcomes;
- (3) Provide wages, social security taxes, medical insurance, or workers’ compensation insurance for student. Such wages and other applicable employment benefits will be provided under separate agreement between the Facility and the student, of which the University is not a party;
- (4) Assign a qualified supervisor(s), employed full-time by the Facility, to work with student and identify one individual to act as a liaison with the internship course instructor;
- (5) Ensure that the assigned supervisor(s) will provide, at minimum, two hours of supervision per week of employment;
- (6) Ensure that the time of supervision available to a student is based on need, as determined by student and the student’s assigned caseload demands, and not limited to fulfillment of the minimum requirement only, with student’s need for supervision expected to fluctuate on a weekly basis over the course of the internship experience;

- (7) Provide the internship course instructor with a learning agreement and a performance appraisal for each student in a form prescribed by the University;
- (8) Provide periodic performance information to the student and to the University as prescribed and immediately report any unsatisfactory conduct or performance of the student;
- (9) Permit designated faculty members the right to visit with student and Facility supervisors regarding the progress of student at the Facility;
- (10) Provide student with essential conditions and materials for their work, including space, privacy, and technological supports;
- (11) Provide an atmosphere for learning that is supportive and free from discrimination based on race, ethnicity, religion, gender, age, veteran status, disability, sexual preferences, or gender identity. In execution of this Agreement, Facility, its contractors, subcontractors, their respective employees, and others acting by or through them shall comply with all federal and state policies and laws prohibiting discrimination, harassment, and *sexual misconduct*. Any breach of this covenant may result in termination of this Agreement;
- (12) Provide student with information regarding policies and procedures of the Facility, and with orientation experiences to ensure that student will be able to meet the requirements of Facility.

ARTICLE III RESPONSIBILITIES OF THE PARTIES

The Parties agree to the following terms, obligations, and covenants:

- (1) University and any University personnel, including faculty, shall not be considered employees, agents, borrowed servants, partners, or joint venturers of the Facility;
- (2) Nothing in this Agreement is to be construed as transferring responsibility from one Party to another;
- (3) Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and/or state equal employment opportunity statutes, rules, and regulations;

The Facility shall have the right to refuse to allow any student who is not judged to have the requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in the activities at Facility;

(4) Notices. Notices under this Agreement shall be in writing and delivered to the other Party at the following respective addresses:

UNIVERSITY:

Sam Houston State University
1901 Avenue I, Suite 390
Huntsville, TX 77340
Phone: 936.294.4310
Fax : 936.294.3798
Attn: Ramona M. Noland, Ph.D.

FACILITY :

Anywhere Independent School District
Phone : _____
Fax : _____
Attn : _____

**ARTICLE IV
TERM AND TERMINATION**

- (1) This Agreement shall commence with the Effective Date and remain in effect until the end of the University's academic year, potentially including a portion of summer, and shall be valid for one academic year only;
- (2) Any breach of the covenants stated in Article I of this Agreement by University shall be considered a material breach of the Agreement. In the event of a material breach, the Facility shall have the right to terminate this Agreement immediately;
- (3) Any breach of the covenants stated in Article II of this Agreement by the Facility shall be considered a material breach of the Agreement. In the event of a material breach, the University shall have the right to terminate this Agreement immediately;
- (4) Notwithstanding any other provision of this Agreement, the Parties shall have the right to terminate this Agreement after thirty (30) calendar days written notice is given to the other Party. If either Party exercises this option, the Parties agree to make reasonable efforts so that the student, if already in training at the Facility, will be allowed to complete

or make appropriate transfers of cases in progress which were undertaken as part of his or her course of study.

- (5) The Facility shall further have the right to demand immediate removal of the student from its premises, upon a determination by the administrator in charge that the student poses a threat to the safety of the Facility's clients or personnel or to the orderly business functioning of Facility.

ARTICLE V GENERAL PROVISION

- (1) This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.
- (2) The terms and conditions of this Agreement may be modified upon mutual written consent of the Parties.
- (3) Any notice required or permitted under this Agreement shall be considered effective as of the date sent by certified mail, return receipt requested.
- (4) No Party may assign any rights or obligations under this Agreement without the prior written consent of the other Parties.
- (5) Each individual executing this Agreement on behalf of any Party represents that he or she has authority to do so, and thereby to bind the Party on behalf of whom he or she signs.
- (6) If any portion of this Agreement is determined to be invalid, illegal, inoperative, or contrary to applicable law, statute, regulation, University or Facility policies, that part of the Agreement shall be reformed, if reasonably possible to comply with applicable law, statute, or regulation and in any event, the remaining parts of this Agreement shall be fully effective and operative in so far as reasonably possible.
- (7) A waiver by either Party of the breach or violation of any provision of the Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the Agreement.
- (8) Neither Party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or any other interruption of service deemed resulting, directly or indirectly, from acts of God, acts of public enemy, war, accidents, fires,

explosions, hurricanes, floods, failures of transportation, strikes, or other work interruptions by either Party's employees, or any other similar cause beyond reasonable control of either Party.

- (9) This Agreement is entered into by and between the Parties hereto and for their benefit. Unless explicitly provided in this Agreement, there is no intent by either Party to create or establish third party beneficiary status or rights in any third party, and no such third party shall have any right to enforce any right or enjoy any benefit created under this Agreement.
- (10) Unless expressly provided herein, the Parties do not assume or become liable for any of the existing or future obligations, liabilities, or debt of the other.
- (11) If a dispute, controversy, or claim arises out of or relates to this Agreement, the Parties shall make a good faith attempt to resolve the issues. If the dispute cannot be settled by the Parties, the Parties agree to follow the dispute resolution process set forth in Chapter 2260 of the Texas Government Code.
- (12) Notwithstanding any provision of this Agreement, nothing herein constitutes a waiver of the constitutional, statutory or common law rights, privileges, defenses or immunities of the Parties.
- (13) This is the entire Agreement between the Parties and supersedes all prior agreements, proposals, or understandings, whether written or oral.
- (14) Any expenditure of funds related to the services under this Agreement will be made from current revenues available to the party making the expenditure.

IN WITNESS THEREOF, the Parties have executed this Agreement in multiple counterparts. The effective date of this agreement will be the date of the last signature below:

**Anywhere Independent
School District**

By: _____

(Print): _____

Title: _____

Date: _____

Sam Houston State University

By: _____

(Print): Michael T. Stephenson

Title: Provost and Senior Vice President for
Academic Affairs

Date: _____

By: _____

(Print): Ramona M. Noland, Ph.D., NCSP, LSSP

Title: Director, SSP Program

Date: _____

SHSU Contact Information:

Internship Coordinator: Ramona M. Noland, Ph.D., NCSP, LSSP

Email Address: noland@shsu.edu

Phone Number: (936) 294-4310

Facility Contact Information:

Direct Supervisor: _____

Email Address: _____

Phone Number: _____

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PROGRAM OF EVALUATION

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**Sam Houston State University
Performance Based Assessment Plan
Specialist in School Psychology**

Admission	Year 1	Year 2	Year 3	Praxis Exam	Post-Graduate Follow-up ^a
<p>Admission to Graduate School and Program: - 3.0 Undergraduate GPA - Adequate GRE performance</p> <p>Graduate Program Committee makes admission decisions based on undergraduate GPA, GRE scores, letters of recommendation, personal statement, and potential for success in the profession of school psychology</p>	<p>Maintain 3.0 GPA for all courses</p> <p>Core Faculty Evaluation of Candidates' Annual Progress</p> <p>Candidates' evaluation of courses and Program</p>	<p>Maintain 3.0 GPA for all courses</p> <p>Core Faculty Evaluation of Candidates' Annual Progress</p> <p>Evaluation by Practicum Site Supervisor</p>	<p>Evaluation by Internship Site Supervisor, Mid-Term and Final</p> <p>Portfolio review of candidates' Internship Year Progress</p>	<p>The Praxis Exam meets the Comprehensive Exam requirement for all Program candidates</p> <p>A passing score is defined as a score equal to or greater than that required to be a Nationally Certified School Psychologist (NCSP).</p>	<p>Employment data</p> <p>One-to-five-year post-graduate evaluation of Program</p> <p>Employer survey of graduate performance</p>

^a Proposed assessment to be implemented during the 2020-2021 academic year.

Annual Student Evaluations by the Program

Each candidate in the Program receives a yearly evaluation letter, and a copy is stored in the candidate's file. This letter addresses the candidate's performance in the areas of (a) **academics**, (b) **professional practice**, (c) **research**, and (d) **overall program participation**. At the conclusion of each spring semester candidates are to provide a self-evaluation letter in which they assess their performance in these areas, list any conference presentations or other research activity they had in the past year, and note any other special accomplishments. This letter is shared with the faculty, who draft an evaluation letter. If there are any concerns noted in the evaluation letter, the candidate will be asked to meet with the Program Director to discuss the concerns. If concerns warrant it, a remediation plan will be developed by the faculty and shared with the candidate. The aims of the process and the letter are to:

- ensure that at least once each year the entire Program faculty share their assessments of each candidate in the Program
- help provide candidates with an overview of their annual performance
- provide a formal means for ensuring that candidates are aware of their appropriate progress in the Program, including any approaching deadlines
- provide candidates with feedback about aspects of their performance and professional development that might not otherwise be formally evaluated (e.g., ability to work with peers)
- provide candidates with guidance regarding any problems that require remediation.

**SHSU SSP Program
Candidate Work Dispositions Appraisal
Year-End Evaluation**

Candidate: _____ **Rater:** _____

Year in Program: 1st 2nd 3rd **Date:** _____

Please rate the student on each item using the scale below. The *maximum* rating to be given should correspond to the student's stage of training (i.e., a "3" for a 1st year student, "4" for a 2nd year trainee, and "5" for a 3rd year intern). Comments on any particular strength or weakness and recommendations, if any, may be written at the end of the form.

Rating Scale	
No	No opportunity to observe/don't know
1	Needs substantial improvement to be at level appropriate for end of 1st year
2	Needs some improvement to be at level appropriate for end of 1st year
3	Exhibits level appropriate for end of 1st year/start of traineeship
4	Exhibits level appropriate for end of 2nd year/start of internship
5	Exhibits level appropriate for end of 3rd year/entry into profession

Characteristic	Rating (circle one)					
Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
Task Dependability – can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	No	1	2	3	4	5
Communication Dependability – returns telephone calls and email messages and responds to communication promptly, appropriately, and professionally.	No	1	2	3	4	5
Time Management/Work Organization – organizes work and manages time effectively.	No	1	2	3	4	5
Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5
Respect for Human Diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	No	1	2	3	4	5
Oral Communication – expresses self orally in a clear, coherent, and effective manner.	No	1	2	3	4	5
Written Communication – writes in a clear, coherent, and effective manner.	No	1	2	3	4	5
Attending/Listening Skills – attends to important communications; listens attentively	No	1	2	3	4	5
Effective Interpersonal Communication – displays appropriate empathy and emotional tone; solicits and considers the viewpoints of others; respects the expertise/contribution of others.	No	1	2	3	4	5

Rating Scale

- No** No opportunity to observe/don't know
1 Needs substantial improvement to be at level appropriate for end of 1st year
2 Needs some improvement to be at level appropriate for end of 1st year
3 Exhibits level appropriate for end of 1st year/start of traineeship
4 Exhibits level appropriate for end of 2nd year/start of internship
5 Exhibits level appropriate for end of 3rd year/entry into profession

Characteristic	Rating (circle one)					
Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
Teamwork – works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
Adaptability/Flexibility – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
Professionalism Foundations – adheres to SSP Program as well as school district policies and procedures (attendance and punctuality; dress and personal hygiene; case-related policies and procedures; employment-related policies and procedures). Respects the authority of SSP Program faculty, university and field supervisors, school administrators, etc.	No	1	2	3	4	5
Responsiveness to Supervision/Feedback – is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
Self-Awareness – shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	No	1	2	3	4	5
Self-Accountability – accepts responsibility for own behavior (acknowledges errors; works toward improvement). Recognizes own limitations; seeks advice and information as circumstances dictate.	No	1	2	3	4	5
Professional Identity/Development – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.	No	1	2	3	4	5
Independent Functioning – functions with minimal supervision or independently, when appropriate.	No	1	2	3	4	5
Data-Based Case Conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	No	1	2	3	4	5
Systems orientation - understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	No	1	2	3	4	5
Professional Learner – demonstrates a commitment to ongoing building of knowledge, skills, and dispositions necessary to work effectively in an increasingly changing and diverse professional setting.	No	1	2	3	4	5

ANNUAL REPORT OF STUDENT PROGRESS
School Psychology Program
Sam Houston State University

Student:

Year in Program:

Date:

Please provide the following information in a brief description of your educational activities during the past academic year.

COURSES COMPLETED: List all courses you have taken and provide course grades. Describe significant learning experiences and/or include unique personal products resulting from courses.

PROFESSIONAL ACTIVITIES: List any significant educational activities in which you participated.

OTHER WORK COMMUNITY ACTIVITIES: List any significant experiences you have had working within the community, at a place of employment, etc.

CONFERENCES and/or WORKSHOPS ATTENDED: List all local, state, and national meetings you have attended and specify the title and presenter of any workshops/presentations you attended.

PRESENTATIONS: Reference the topic, occasion, and date of any presentations you made at professional meetings. Also, include any teacher/parent in-services you have provided here.

PUBLICATIONS: List the journal and citation of any publications that were accepted or published during the past year.

GOALS FOR NEXT 12 MONTHS:

Student Signature: _____

Program Evaluation by Candidates

Candidates are afforded the opportunity to provide feedback and evaluations of the SSP Program in several ways. Each semester, candidates evaluate their academic courses, supervision received, and professional practice placements (e.g., the amount and quality of their supervision, client contact, etc.). Additionally, candidates have representation by their peers and are encouraged to participate in the Sam Houston Association of School Psychologists (SHASP).

A formal annual evaluation of the Program is requested of all candidates. The current form of the Annual Evaluation of SSP Program by Candidates is provided on the next page of the Handbook. The evaluations are submitted to the SHASP President who compiles them into one summary. The summary is submitted to the Program Director who distributes it to the Program faculty. The results are discussed during a Program faculty meeting. The faculty may then create a plan to make improvements or adjustments to the Program.

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Annual Evaluation of Program by Students

1. Describe the program's strengths and weaknesses as they relate to your coursework during the last year.
2. Describe strengths and weaknesses as they relate to professional practice training and supervision you receive.
3. Describe strengths and weaknesses as they relate to research opportunities and mentorship you receive.
4. Please list any changes that might be helpful in improving the training Program and the Program environment.
5. Comment on your workload and balance of activities.
6. Describe one or two things you think the Program does especially well.
7. Describe one or two things you think the Program does NOT do especially well.
8. Describe the Program's strengths and weaknesses as they relate to program administration.
9. Describe the Program's strengths and weaknesses as they relate to resources.
10. Other comments?

CANDIDATE RESOURCES

DRYTEXT

Funding

Financial Awards

The University offers several types of financial awards to eligible graduate students. The amount may vary from year to year. These are:

Scholarships

Graduate Studies offers competitive scholarships to all current graduate students, including those who are on Internship. Visit the Graduate Studies webpage for more information about how to apply.

CHSS offers competitive scholarships to all current graduate students, including those who are on Internship. Visit the CHSS webpage for more information about how to apply.

Financial Awards through the University Financial Aid Office

Students are encouraged to seek ongoing advice from the Financial Aid officers regarding available funds to support their graduate education. Financial aid is only available to those students who are enrolled full-time and only for those courses that are applicable to their degree program.

Assistantships

There are a limited number of 10 hour per week teaching assistantships within the Department for graduate students in all of the psychology graduate programs. Students in the SSP Program are not guaranteed work through an assistantship, but the Program Director and faculty do their best to continuously fill assistantships on campus with our students. As openings become available students will be notified. You can also seek out your own employment on campus through Jobs4Kats. Students are also encouraged to apply for external funding, such as research grants, fellowships for graduate study, scholarships, etc. Students who identify potential funding sources should work with their faculty mentor(s) to prepare the most competitive application package possible.

Travel Funding

Students' scholarly activities will be supported as much as is possible in light of available resources. The Office of Graduate Studies provides funding for graduate student travel on a competitive basis. Students should notify faculty as soon as possible of intentions to attend and participate in professional meetings.

Student Services

Library

The SHSU Newton Gresham Library maintains substantial holdings in psychology, psychiatry, criminal justice, and related fields. SSP students are eligible for extended loan privileges at the discretion of the Director of Library Services and may initiate a request for this privilege by contacting the library. A limited number of study carrels also is available for student use; contact Library Services for further information.

Information Technology Services

Graduate students have access to the SHSU network. This network provides on-campus access to various software packages and the Internet. Each graduate student office is equipped with at least one computer with network access. Additional, free-standing computers are available in graduate student offices for the purpose of word-processing. There are also several computer laboratories available to faculty, staff, and students.

Other Services

Academic Enrichment Center	(936) 294-3680
Bookstore	(936) 294-1862
Information Technology Services	(936) 294-1950
University Counseling Center	(936) 294-1720
International Programs	(936) 294-3892
Legal Services	(936) 294-1717
Lowman Student Center	(936) 294-4902
Office of Student Life	(936) 294-1785
Post Office	(936) 294-1936
Registrar	(936) 294-1040
Student Activities	(936) 294-4180

Leaves of Absence

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall, Spring and Summer semester after initial registration. The University allows for leaves of absence for students who choose not to enroll for a semester, but this will obviously alter your trajectory through the Program's course sequence and ultimately impact your graduation date.

We encourage students who may need accommodations or are considering a leave of absence to consult with the Program Director before formally applying for a leave of absence. In most cases, it is the student who will need to initiate this consultation. Faculty members respect students' right to privacy. For that reason, faculty members likely will not know when or if you are experiencing health, family, or other issues that may be leading you to consider requesting a leave. At times, there are options for students other than a leave of absence.

Students who would like to request a leave of absence should do so in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean.

Students also are subject to the six-year limitation for degree completion. During a leave of absence, a student cannot make use of college or university resources, nor can a student take comprehensive exams (Praxis II).

**SAM HOUSTON
ASSOCIATION OF
SCHOOL
PSYCHOLOGY
(SHASP)**



**Sam Houston Association of School Psychology
(S.H.A.S.P.)**

CONSTITUTION

Article I

The name of this organization shall be known as the Sam Houston Association of School Psychology, or S.H.A.S.P.

Article II

Purpose and Objectives

- Purpose
 - It is the mission of the Sam Houston Association of School Psychology to support the personal and professional development of its members through the promotion of community, leadership, professionalism, academic excellence, and interpersonal skills in order to enhance the mental health and educational competence of the youth community.

- Objectives
 - To cultivate an accepting and professional environment that encourages the free exchange of ideas, resources, and experiences, as well as promotes cooperative interactions among its members.
 - To encourage the academic success of its members by creating an open line of communication between faculty and students.
 - To create a social support network for school psychology students in which they, with the guidance of faculty members, can address any questions or concerns relating to their program. This allows for collaboration and discussion of topics related to the field of school psychology as well as to academic life at Sam Houston State University.
 - To serve as a forum for faculty, interns, and students to discuss current trends in school psychology as well as allow the opportunity to address any upcoming programmatic changes or concerns a student or faculty member might have regarding the program.
 - To encourage fellowship among its members by providing opportunities for social activities.
 - To advance students' multicultural competency and proficiency in the delivery of psychological services to the community.
 - To encourage ethical conduct in the school psychology profession and academic integrity in educational pursuits and activities.

Article III

Membership

Membership into the Sam Houston Association of School Psychology shall consist of and is open to any School Psychology Program graduate student at Sam Houston State University.

Article IV
Meetings

S.H.A.S.P. officer meetings will take place on the second Thursday of each month at 5:00 PM. Meetings for the general membership will be held immediately following.

- Eight members shall constitute a quorum for purposes of conducting the organization's business.

Article V
Officers

Elected Officers

1. President shall:
 - Lead regular and executive meetings of the S.H.A.S.P organization
 - Oversee group events and activities
 - Communicate with officers and advisors on all matters
 - Serve as liaison between S.H.A.S.P members and the faculty of the school psychology program
2. The Vice-President shall:
 - Lead meetings in the absence of the president
 - Assist the president in the coordination of group events and activities.
3. The Secretary shall:
 - Record minutes at all formal meetings
 - Maintain necessary correspondence with group members
 - Submit report of officers and advisor(s), including their names and addresses by the twelfth class day of each semester to the Student Activities Office
 - Submit changes to officers' positions to the Student Activities Office
4. Treasurer shall:
 - Keep record of organization's revenue and disbursements
 - Assure accuracy and maintenance account information
 - Prepare monthly reports for the faculty advisor and other officers
5. First-Year Representative shall:
 - Serve as representative for first-year S.H.A.S.P members

- Act as liaison between first-year S.H.A.S.P. members, S.H.A.S.P. officers, and the general S.H.A.S.P. membership

Appointed Officers

6. Programming Chair shall:
 - Serve as chair of the S.H.A.S.P. fundraising committee, coordinating and overseeing fund raising events.
 - Serve as chair of the S.H.A.S.P. social events committee, coordinating and overseeing social events.
7. Other Officers
 - May be established by the organization to meet programmatic needs of its members
 - These offices may be either appointed or elected offices.

Article VI *Committees*

The following standing committees shall exist:

1. Fund raising
 - Led by the programming chair, the fund raising committee will coordinate and execute S.H.A.S.P. fund raising events
2. Social Events
 - Led by the programming chair, the social events committee will coordinate and execute S.H.A.S.P. social events
3. Other
 - May be established by the organization to meet needs

Article VII *Officer Elections and Appointments*

1. The term of office for all positions is for one year.
2. Elections will be held each spring semester during the month of April. Elections of the First-Year Representative will be held during the first two weeks of the Fall semester.
3. Voting will consist of officers being elected based on a majority vote by the general membership. The First-Year Representative will be elected by a majority vote of the first-year organization members.
4. Appointed officer positions will be determined by the faculty sponsor within two weeks of the general officer elections.

Article VIII *University Registration/Recognition*

At the beginning of each Fall, Spring, and Summer Semester, this organization shall submit an updated report with the names and addresses of its officers and advisor(s). This report shall be summated to the Student Activities Office (Suite 328 of the Lowman Student Center) no later than the twelfth class day. Changes in officers that occur during the semester must be reported promptly. If this organization fails to abide by this policy, this organization must resubmit the “Student Organization Registration Application” to the Student Activities Office and subsequently go before the Student Organizations’ Board for consideration to once again become an officially recognized student organization.

Article IX
Amendments

1. This constitution shall be amended by a majority vote of the membership.
2. A copy of all constitutional changes and amendment will be submitted to the Student Activities Office as described above.

Appendices

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**Appendix A:
Graduate Degree Enrollment and Completion
Requirements
(Academic Policy Statement 930129)**

1. PURPOSE

The purpose of this policy is to establish requirements for the enrollment of graduate students in thesis or dissertation courses and requirements for graduate degree completion timeframes at Sam Houston State University.

2. GENERAL

- 2.01 Once a student enrolls in a thesis/dissertation course, the student must enroll in such course in each subsequent fall, spring, and summer semester until the thesis/dissertation is successfully completed. The dean may waive the continuous enrollment requirement when appropriate.
- 2.02 Students are required to enroll in the appropriate thesis or dissertation course in the semester in which the student is approved for graduation. If the degree in question is not awarded at the end of that semester, re-enrollment in the appropriate thesis or dissertation course is required during the subsequent semester in which the degree is again expected to be awarded.
- 2.03 Failure to meet continuous enrollment requirements may result in the department or program dismissing the student on grounds of insufficient progress towards graduation.
- 2.04 Any student dismissed on grounds of insufficient progress on a thesis or dissertation may appeal per the process outlined for academic termination appeal in section 10 of Academic Policy Statement 910312 "Academic Probation, Suspension, Dismissal, and Termination".

3. LEAVE OF ABSENCE

- 3.01 A student who is unable to work on the thesis or dissertation for a period of time may present to the appropriate academic dean a written request for a leave of absence of up to one year. The dean's approval of such a request must also be in writing. An approved request must be submitted to the Office of the Registrar through the Dean of Graduate Studies. Additional requests for leaves of absence may be approved but must be resubmitted after the previous leave has lapsed.
- 3.02 A student is required to complete the master's degree within a six-year period, measured from the date of initial enrollment for graduate credit in a particular

degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that six-year deadline for completion of the degree.

- 3.03 A student is required to complete the doctoral degree within an eight-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that eight-year deadline for completion of the degree.
- 3.04 Any extension of either the master's degree six-year deadline or the doctoral degree eight-year deadline must be approved in writing by the appropriate academic dean and the Dean of Graduate Studies. A student on a leave of absence will be considered an active student for purposes of official records but will not have access to University services.

APPROVED: < signed >
 Alisa White, Ph.D.
 President

DATED: 1/25/22

CERTIFICATION STATEMENT			
This academic policy statement (APS) has been approved by the reviewer listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.			
Original:	January 29, 1993	Review Cycle:	Five years*
Reviewer:	Academic Affairs Council	Review Date:	Spring 2026
Approved:	<u> < signed > </u> Michael T. Stephenson, Ph.D. Provost and Sr. Vice President for Academic Affairs	Date:	<u> 1/14/22 </u>
*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.			

**Appendix B:
Academic Probation, Suspension, and Termination
(Academic Policy Statement 910312)**

1. GENERAL

This academic policy statement details the probation, suspension, dismissal, and termination regulations for undergraduate and graduate students at Sam Houston State University (SHSU).

2. ACADEMIC GOOD STANDING FOR UNDERGRADUATE STUDENTS

- 2.01 Academic good standing is defined as a minimum 2.0 SHSU grade point average.
- 2.02 The appropriate academic dean may place on probation, retain on probation, or suspend any student deficient in grade points.
- 2.03 Students admitted with less than a 2.0 grade point average by the appropriate academic dean are permitted to enroll but are not considered to be in academic good standing.
- 2.04 Programs may establish additional standards for academic performance, including professional expectations in association with clinical settings, licensing, certification, and/or accreditation. Programs must clearly document and make available to students any academic performance standards in writing, subject to approval by the program coordinator, department chair/program director (when applicable), academic dean, Office of General Counsel, and Provost and Sr. Vice President for Academic Affairs.

3. ACADEMIC PROBATION OR SUSPENSION FOR UNDERGRADUATE STUDENTS

- 3.01 An undergraduate student who falls below a 2.0 SHSU grade point average at the close of any semester or summer semester during which one or more semester hours are attempted will be placed on probation. Summer semester (two sessions) is considered a unit equivalent to a semester. If an enrolled student on probation achieves a current term GPA of 2.0 or higher but fails to achieve a minimum 2.0 SHSU grade point average at the close of the next semester or summer semester following the start of the probation, the student will be placed on continued probation. If an enrolled student on probation or continued probation fails to achieve a current term GPA of 2.0 or higher at the close of the next semester or summer semester following the start of the probation or continued probation, the student will be suspended.

- 3.02 Students who are on probation for the first time are required to enroll in UNIV 2001.
- 3.03 Undergraduate transfer students who are admitted with less than a 2.0 overall grade point average must achieve a minimum SHSU grade point average of 2.0 at the close of the semester or summer semester for which the student is admitted or the student will be placed on probation. If the student achieves a current term GPA 2.0 or higher but fails to achieve a minimum of a 2.0 SHSU grade point average at the close of the next semester or summer semester following the start of the probation, the student will be placed on continued probation. If an enrolled student on probation or continued probation fails to achieve a current term GPA of 2.0 or higher at the close of the next semester or summer semester following the start of the probation or continued probation, the student will be suspended.
- 3.04 Academic actions are based on the total SHSU academic record and are implemented at the close of the fall semester, the spring semester, and summer semester.
- 3.05 The SHSU grade point average is based only on course work at SHSU for which the student earns the grade of A, B, C, D, or F. The marks of Q, W, CR, NC, IP, and X are not counted as hours attempted in computing the SHSU grade point average. The marks earned in developmental courses (CR* and NC*) also are not counted as hours attempted in computing the SHSU grade point average.
- 3.06 Deficient grade points on transferred work must be made up sufficiently in order to earn a degree at SHSU.
- 3.07 Only hours earned at SHSU and hours accepted in transfer from other institutions will count toward the student's classification and graduation. Credit earned in developmental courses is not used in determining the classification of a student by hours completed. In addition, developmental courses may not be used to satisfy any degree requirements at SHSU.
- 3.08 The official classification is determined by the Registrar.
- 3.09 Credit awarded by examination and hours earned with the mark of CR are counted in determining classification but are not included in determining grade point average.

- 3.10 Students on academic probation or continued probation, or students readmitted on academic probation, are eligible for all extracurricular activities as governed by the rules of the specific program or activity, which may be more restrictive.

4. REMOVAL OF ACADEMIC PROBATION FOR UNDERGRADUATE STUDENTS

The student will be removed from probation or continued probation at the close of the semester or summer semester in which the student's SHSU grade point average reaches 2.0 or higher.

5. READMISSION TO UNDERGRADUATE STUDIES AFTER SUSPENSION

- 5.01 The period of academic suspension and the subsequent readmission of a student on academic probation are based on the entire SHSU academic record. Readmission from suspension must be approved by the academic dean of the college to which the student will enroll at the time of their readmission. The petition for readmission must be made in writing.

- 5.02 Students who are readmitted after suspension for the first time are required to enroll in UNIV 3001.

- 5.03 Students who are subject to suspension under the stated terms of the Academic Probation, Suspension, Dismissal, and Termination policy and register for enrollment at SHSU do so at their own risk, and monies paid for fees and tuition are subject to the refund regulations as stated in the SHSU catalog.

6. APPEALS PROCESS FOR PROBATION, SUSPENSION, DISMISSAL, OR TERMINATION FOR UNDERGRADUATE STUDENTS

A student who believes they have been wrongly placed on probation, continued probation, or suspension or wrongly dismissed or terminated may appeal using the following procedures:

- 6.01 The student must first appeal to the associate dean in the appropriate college for a resolution and must do so in writing within ten (10) working days following the notification of probation, suspension, or termination. The associate dean must respond to the appeal in writing within ten (10) working days of receipt.

- 6.02 If the appeal to the associate dean is not satisfactorily resolved, the student may appeal in writing to the academic dean in the appropriate college within ten (10) working days following the associate dean's decision. The academic dean must respond to the appeal in writing within ten (10) working days of receipt.
 - 6.03 If the appeal is not resolved with the academic dean, the student may appeal in writing to the Provost and Sr. Vice President for Academic Affairs, or their designee, within ten (10) working days following the academic dean's decision. The decision of the Provost and Sr. Vice President for Academic Affairs or their designee is final.
 - 6.04 Per Academic Policy Statement 900823, section 2.05, some programs are permitted to establish internal academic grievance procedures, subject to the approval of the Provost and Sr. Vice President for Academic Affairs. Such academic grievance procedures take precedence over the academic grievance procedures described in sections 6.01, 6.02, and 6.03 of this policy.
7. ACADEMIC GOOD STANDING FOR GRADUATE AND PROFESSIONAL STUDENTS (excluding students in the College of Osteopathic Medicine, addressed in Section 11, *et seq.*, of this policy)
- 7.01 A minimum grade point average of 3.0 is required in all graduate course work. All grades earned at SHSU (A, B, C, F) in courses listed for graduate credit on the student's official Degree Plan will be included in computing the grade point average. The marks of Q, W, CR, NC, IP, and X are not counted as hours attempted in computing the SHSU grade point average.
 - 7.02 Grades earned at another institution may not be used to remove a grade of "C" or lower earned at SHSU.
 - 7.03 The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points.
 - 7.04 Graduate and professional programs may establish additional standards for academic performance, including professional expectations in association with clinical settings, licensing, certification, and/or accreditation. Graduate programs must clearly document and make available to students any academic performance standards in writing, subject to approval by the program coordinator, department chair/program director (when applicable), academic dean, Dean of Graduate Studies, Office of General Counsel, and Provost and Sr. Vice President for

Academic Affairs. These academic performance standards shall be subject to review as a component of the seven-year graduate program review.

8. ACADEMIC PROBATION, TERMINATION, OR DISMISSAL FOR GRADUATE STUDENTS

- 8.01 A graduate student who falls below a 3.0 SHSU grade point average at the close of any semester or summer semester during which one (1) or more semester hours are attempted will be placed on probation. Two (2) summer sessions are equivalent to one (1) long semester. If an enrolled student on probation fails to achieve a minimum of a 3.0 SHSU grade point average at the close of the next semester following the start of the probation, the student will be terminated from graduate studies.
- 8.02 A graduate student who earns a grade of F in any graduate course at SHSU will be terminated from graduate studies.
- 8.03 A student who earns a grade of C in any course at SHSU (repeated or distinct course) within the academic program may have their graduate status reviewed by a committee of the department or college graduate faculty. The committee will recommend an appropriate remediation for the student.
- 8.04 A student who fails to meet any approved program-specific standards for academic performance, including professionalism standards, in consonance with section 7.04 of this policy may be dismissed from the program and not permitted to register for courses in the program.
- 8.05 Students on academic probation, or students readmitted on academic probation, are eligible for all extracurricular activities as governed by the rules of the specific program or activity, which may be more restrictive.

9. REMOVAL OF ACADEMIC PROBATION FOR GRADUATE STUDENTS

The student will be removed from probation at the close of the semester or summer semester in which the SHSU grade point average achieves the required standard.

10. APPEALS PROCESS FOR TERMINATION AND DISMISSAL FOR GRADUATE STUDENTS

A student who believes they have been wrongly dismissed or terminated from graduate studies may appeal using the following procedures:

- 10.01 The student must first appeal to the graduate advisor for a resolution and must do so in writing and within ten (10) working days following the notification of probation, termination, or dismissal. The graduate advisor must respond to the appeal in writing within ten (10) working days of receipt.
- 10.02 If the appeal to the graduate advisor is not satisfactorily resolved, the student may appeal in writing to the chair of the department within ten (10) working days following the graduate advisor's decision. The department chair must respond to the appeal in writing within ten (10) working days of receipt.

The student may appeal the decision of the chair in writing to the appropriate academic dean within ten (10) working days following the chair's decision. The academic dean may elect to create appeal committees at the program, department/school, or college level to hear student appeals for readmission. These committees will be charged with making a recommendation to the academic dean. The academic dean must respond to the appeal in writing within ten (10) working days of receipt of the appeal or the committee's recommendation, if any.

- 10.03 If the appeal is not resolved with the academic dean, the student may appeal in writing to the Provost and Sr. Vice President for Academic Affairs, or their designee, within ten (10) working days following the academic dean's decision. The decision of the Provost and Sr. Vice President for Academic Affairs or their designee is final.
- 10.04 Per Academic Policy Statement 900823, section 2.05, some programs are permitted to establish internal academic grievance procedures, subject to the approval of the Provost and Sr. Vice President for Academic Affairs. Such academic grievance procedures take precedence over the academic grievance procedures described in sections 10.01, 10.02, and 10.03 of this policy.

The following applies to students enrolled in Sam Houston State University's College of Osteopathic Medicine (SHSU-COM) only.

11. ACADEMIC GOOD STANDING FOR OSTEOPATHIC MEDICAL STUDENTS

Students are considered to be in good academic standing when they have passed all courses/blocks/rotations in the curriculum to date and demonstrate competency in professionalism as defined by the American Association of Colleges of Osteopathic Medicine (AACOM).

12. ACADEMIC DEFICIENCY, PROBATION, AND DISMISSAL FOR OSTEOPATHIC MEDICAL STUDENTS

12.01 Academic deficiency for osteopathic medical students is defined as a course/block/rotation failure or a professionalism competency concern. A student with an academic deficiency will be referred to the SHSU-COM's Student Promotion and Academic Progress Committee (SPAP). The SPAP will make a recommendation to the dean as to whether the student is placed on probation or dismissed. The dean shall make the final decision.

12.02 A student shall be dismissed from the SHSU-COM if the SPAP determines that the student has not performed satisfactorily in academic pursuits, does not demonstrate competencies to pursue the assigned course of study, or has been deemed by the SPAP unfit to continue the study of osteopathic medicine. The student shall be notified in writing of the action of the SPAP. SPAP shall respond to academic deficiencies as follows:

- a. A student who fails a first attempt at remediation of a course/block/rotation will be placed on automatic probation by the SPAP. Remediation in the medical education context may be described as a "course correction." A student who failed a course/block/rotation is given an opportunity to complete a first remediation (which is a retest remediation). If a student fails to complete a course or block, the remediation will be to complete the required part of the course or block that was incomplete. If the student fails the first remediation (retest) or fails to complete the incomplete course or block, they will be placed on probation by the SPAP.
- b. A student who unsatisfactorily completes a second remediation of a course/block/rotation will continue on academic probation, and the SPAP will review to determine whether the student is required to repeat the academic year or be dismissed.

- c. A student who unsatisfactorily completes remediation of two courses/blocks/rotations at the end of a semester will be placed on academic probation and SPAP will review to determine whether the student is required to repeat the academic year or be dismissed.
- d. A student who unsatisfactorily performs in two (2) or more courses/blocks/rotations (during one semester) will be subject to SPAP review and dismissal from SHSU-COM, unless the student demonstrates extenuating circumstances to the SPAP. Extenuating circumstances are unforeseeable or unpreventable circumstances that are likely to have a material impact on a student's academic performance and/or ability to engage with their studies.
- e. A student who repeats a year and performs unsatisfactorily in one (1) course/block/rotation will be subject to SPAP review and dismissal from SHSU-COM, unless the student demonstrates extenuating circumstances to the SPAP.
- f. A student who is unable to pass the COMPLEX 1 exam within one (1) year after completion of year two (2) coursework or three (3) unsuccessful attempts will be subject to SPAP review and possible dismissal from the SHSU-COM.
- g. A student who is unable to pass both the COMPLEX 2 CE and PE within three (3) attempts will be subject to review by the SPAP and possible dismissal from the SHSU-COM.

13. REMOVAL OF ACADEMIC PROBATION FOR OSTEOPATHIC MEDICAL STUDENTS

A student is removed from active academic probation when all course/block/rotation failures or professionalism concerns are successfully remediated. Students with a history of academic probation will be monitored periodically (*e.g.*, monthly), and the student's performance reviewed on an annual basis for the remainder of their enrollment at SHSU-COM.

14. APPEALS PROCESS FOR DISMISSAL FOR OSTEOPATHIC MEDICAL STUDENTS

A student who believes he or she has been wrongly dismissed may appeal using the following procedures:

- 14.01 A student may appeal a decision by the SPAP within ten (10) working days of the decision by submitting a written notice of appeal with a detailed basis for the request to the SHSU-COM Dean through the Associate Dean for Educational Affairs.
- 14.02 The dean may issue the decision or appoint an appeals committee comprised of three (3) senior faculty members and/or Assistant/Associate Deans to make a recommendation to the dean. The Associate Dean for Educational Affairs and the Chair of the SPAP or designee will serve as ex officio members of the committee. Within ten (10) working days, the committee will make a recommendation on the appeal to the dean.
 - a. The appeals committee will convene a meeting within ten (10) working days of appointment to consider the student's appeal.
 - b. The committee may independently collect information relevant to resolving the appeal.
 - c. At the appeals meeting, the student may present a statement to the appeals committee and respond to questions from the committee. Both the appeals committee and student may present relevant witnesses. Should information or witnesses be either repetitious or irrelevant, the appeals committee shall take action to expedite the proceedings. Within two (2) working days of the conclusion of the hearing, the appeals committee shall forward its written recommendation to the dean.
 - d. If the appeal is not resolved with the academic dean to the satisfaction of the student, he or she may appeal in writing to the Provost and Sr. Vice President for Academic Affairs, or their designee, within ten (10) working days following the academic dean's decision. The decision of the Provost and Sr. Vice President for Academic Affairs or their designee is final.

APPROVED: <signed>
Alisa White, Ph.D., President

DATE: 5/24/2023

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.

Original: March 12, 1991 Review Cycle: Five years*
Reviewer: Academic Affairs Council Review Date: Spring 2026

Approved: <signed> Date: 5/9/2023
 Michael T. Stephenson, Ph.D.
 Provost and Sr. Vice President
 for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.

**Appendix C:
Procedures in Cases of Academic Dishonesty
(Academic Policy Statement 810213)**

DRAFT

1. GENERAL

Academic honesty is defined in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and in the Sam Houston State University *Student Code of Conduct and Discipline* in the *Student Guidelines* published by the Dean of Students' Office.

2. ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsification of research data, or the abuse of resource materials on an examination or other academic work. Any student accused of dishonesty is subject to academic penalties and may be referred to the Dean of Student's office for additional disciplinary action.

2.01 "Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs;
- (2) Using, during a test, materials not authorized by the person giving the test;
- (3) Collaborating, without authorization, with another person during an examination or in preparing academic work;
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test;
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit, placement, or qualification;
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test;

- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- 2.02 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.
- 2.03 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.
- 2.04 "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
- 2.05 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
- 2.06 "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

3. DISCIPLINARY PROCEDURES FOR ACADEMIC DISHONESTY

- 3.01 *Academic Penalties and Student Rights*. If a faculty member discovers that a student has engaged in an act of academic dishonesty, they may assign an academic penalty to the student. However, the faculty member must provide the student written notice of the offense, the penalty, and the student's due process rights, before the penalty may be imposed. The procedure for student appeals of academic policy violations is as follows:
 - a. The student must be advised in writing by the instructor that the allegation and penalty may be appealed to the instructor's department chair, then to the instructor's academic dean and, eventually to the Provost and Sr. Vice President for Academic Affairs (hereafter Provost) or their designated representatives.
 - b. The student's written appeal must be initiated within ten (10) working days of the receipt of written notice of the penalty decision or of the decision of the reviewing administrator.

- c. The student shall have an opportunity to respond to the allegation of academic dishonesty and proposed penalty at each stage of the process.
 - d. The reviewing administrator shall provide an impartial, written decision as to the merits of the appeal within ten (10) working days of receipt.
 - e. The student has ten (10) working days from the date of an administrator's decision to appeal to the next level administrator.
 - f. When a student does not appeal to the next level, on the eleventh (11th) working day, the last academic decision shall become final, and the academic penalty, if any, shall be affirmed by the last reviewer. When a student appeals to the Provost, any academic penalty imposed is affirmed and final on the date the Provost's decision is issued.
- 3.02 *Student Discipline Process.* The Provost may refer the matter to the Vice President for Student Affairs or designee for further disciplinary action. No further disciplinary action shall become effective against the student until the student has received procedural due process as provided in the *Code of Student Conduct and Discipline* in the *Student Guidelines*. This disciplinary process is independent of any academic penalty imposed as described in section 3.01 of this policy.

APPROVED: < signed >
Alisa White, Ph.D., President

DATED: 7/01/2022

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.

Original: February 13, 1981 Review Cycle: Five years*
Reviewer: Academic Affairs Council Review Date: Spring 2027

Approved: < signed > Date: 6/30/2022
Michael T. Stephenson, Ph.D.
Provost and Sr. Vice President
for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.

**Appendix D:
Academic Grievance Procedures for Students
(Academic Policy Statement 900823)**

DRAFT

1. PURPOSE

The purpose of this academic policy statement is to provide students with procedures for resolving academic grievances in a prompt and equitable manner.

2. GENERAL

2.01 Under the provisions of this policy, academic grievances include disputes over:

- a. Course grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty);
- b. Unauthorized class absences or tardiness;
- c. An instructor's alleged unprofessional conduct related to academic matters.; and/or
- d. Withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

2.02 Allegations, questions, or appeals involving academic dishonesty (e.g., cheating, plagiarism, collusion, and/or abuse of resource materials) will be processed in accordance with the procedures set forth in Chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System and addressed under Academic Policy Statement 810213 "Procedures in Cases of Academic Dishonesty."

2.03 The aggrieved student is entitled to have, as appropriate and in turn upon timely notice of appeal at each stage, the instructor, then department/school chair/director, then college Academic Review Panel, then academic dean (or their designee), and finally Provost and Sr. Vice President for Academic Affairs (or their designee) review the grievance and render a decision. If the department/school chair, college Academic Review Panel, academic dean, or Provost and Sr. Vice President for Academic Affairs finds that a disputed action conflicts with federal or state law; Texas State University System, Sam Houston State University, college, or departmental policy; or with an instructor's class policy, a decision should be rendered in favor of the aggrieved student. After consultation with the instructor, the University may, to the extent required, adjust the record in accordance with the ultimate grievance decision rendered at the completion of the last stage of the grievance process.

2.04 Degree programs in professional fields, including those associated with clinical settings, licensing, certification, and/or accreditation, may propose internal academic grievance procedures for matters including, but not limited to those listed in 2.01.d above. Once approved and signed by the Provost and Sr. Vice President for Academic Affairs, the program grievance procedures shall govern 2.01.d matters in that department and be the final authority over academic grievances in that program.

3. COLLEGE ACADEMIC REVIEW PANEL

3.01 There shall be in each college a standing college Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of three (3) faculty members and two (2) student members. The chair of the panel will be selected from the panel members by the appointees to the panel. A department/school chair/director or any party to the appeal being heard may not serve on the panel. At least two (2) faculty members and at least one (1) student member must be present for action to be taken.

3.02 The Academic Review Panel will proceed to hear an appeal of the decision on an alleged grievance only after the procedures outlined in paragraphs 4.01 through 4.04 below have been exhausted.

3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01.a through 2.01.d of this policy. Appeals regarding University/college degree requirements or student misconduct will not be addressed by the panel.

4. PROCEDURES

The steps below are to be followed in pursuing an academic grievance (Sec 2.01, a-d):

4.01 The student must first grieve to their instructor for a resolution of the matter and must do so in writing within ten (10) working days (working days are defined as Monday through Friday when the University is open) following the posting of the grade, the absence or tardiness, or the alleged conduct. The *Academic Grievance Procedures for Students – Grievance Form* may be found at this [link](#).

- 4.02 The instructor must reply in writing to the aggrieved student within ten (10) working days following receipt of the appeal.
- 4.03 If an academic grievance is not satisfactorily resolved with the instructor, or the student does not receive a response from the instructor within ten (10) working days, the student may appeal to the chair/director of the academic department/school in which the complaint or dispute is centered. The student appealing must provide to the chair/director a written summary of the pertinent issues of the grievance within ten (10) working days of the date of the response of the instructor or when the response from the instructor was due. The chair/director of the academic department/school shall request relevant information from the instructor, including but not limited to, course syllabus, attendance records, assignment descriptions and scoring rubrics. In addition, the student and instructor may include statements from other faculty or staff members or any other informed individual who might act as advocates in support of their position in the appeal.
- 4.04 The chair/director of the academic department/school in which the complaint or dispute is centered reviews the documents provided by all parties involved in the grievance. The chair/director must respond to the student and the instructor with a written decision within ten (10) working days of receipt of a timely appeal.
- 4.05 If the student is not satisfied with the decision of the chair/director of the department/school or the student does not receive a response from the chair/director within ten (10) working days, the student may, within ten (10) working days of receipt of the chair's/director's decision or when the response from the chair/director was due, forward a written appeal including any documentation provided to the chair/director to the college dean in whose college the dispute arose, with a request to have the case heard by the college Academic Review Panel, which serves in an advisory capacity only to the college dean. Within ten (10) working days of receiving the appeal, the Academic Review Panel shall investigate the alleged grievance and present such findings and recommendations as it finds appropriate to the student, dean, and other relevant parties, including the department/school chair/director and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance shall be invited to appear before the Academic Review Panel. The student and instructor may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) shall be at the discretion of the Academic Review Panel. Under no circumstances shall advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant and/or the instructor, may act only in an advisory capacity and may not actively participate in the proceedings.

- 4.06 If a student wishes to appeal the Academic Review Panel recommendation, they must, within ten (10) working days of the receipt of the Academic Review Panel's written recommendation to the college dean, request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and decision. The Academic Review Panel shall forward all documents pertaining to the dispute to the college dean, who shall inform the student, the instructor, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal.
- 4.07 If a student wishes to appeal the college dean's decision, they must, within ten (10) working days, request in writing to the college dean that the grievance be forwarded to the Provost and Sr. Vice President for Academic Affairs. The college dean shall provide to the Provost and Sr. Vice President for Academic Affairs for review all documents pertaining to the dispute from the Academic Review Panel and the college dean. The Provost and Sr. Vice President for Academic Affairs, or their designee, shall inform the student, the instructor, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal. The decision of the Provost and Sr. Vice President for Academic Affairs on the matter is final.
- 4.08 At any time during the appeal process, the person(s) reviewing the grievance may request, in writing, additional information from the student. The student then has ten (10) working days to respond to the request for additional information. Once the requested information has been received or when the student response was due, whichever is later, the reviewer(s) must issue a written decision within ten (10) working days.
- 4.09 Whenever possible, in good faith, all parties involved in the grievance shall work to resolve the grievance prior to the first day of the subsequent semester/session.

APPROVED: <signed>
Alisa White, Ph.D., President

DATE: 01/03/2023

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.

Original: August 23, 1990 Review Cycle: Five years*
Reviewer: Academic Affairs Council Review Date: Spring 2027

Approved: <signed> Date: 12/19/2022
 Michael T. Stephenson, Ph.D.
 Provost and Sr. Vice President
 for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.

**Appendix E:
Externship Competency Evaluation
(Field Supervisor Rating of Candidate Performance)**

School Psychology *Externship* Competency Evaluation

Sam Houston State University

(Conducted by Site Supervisor)

School Psychology Extern: _____

Externship Site: _____

Site Supervisor: _____

Date: _____

Instructions: Please rate the Extern's competence level based on actual observation, discussion of cases during supervision, and/or evaluation of reports written by the Extern as well as on information received from other school staff, families, students, etc.

- The expectation for Extern performance in any given area is a rating of '2,' which is averaged across all questions included in any single Domain. SSP Program candidates who are completing their final practical experiences (i.e., their *Externship*) prior to their Internship year should mostly be rated as meeting expectations (rating of '3'), but it is still reasonable for them to receive ratings on some individual items as needing improvement (rating of '2').
- Variability in performance within each Domain being evaluated and among the different Domains is expected.
- Most Externs – according to Texas standards – would *not* merit a rating of '5' for any individual item, and certainly not consistent ratings of '5' across the majority of items. Externs are expected to practice under supervision throughout the coming Internship year.
- A rating of '1' for any question will necessitate additional follow-up between the University and Field supervisors.
- An Extern with more than *three* Domains with average scores below '2' will require additional follow-up between the University and Field supervisors in connection with the extern.
- There will likely be items for which the extern has not had the opportunity to demonstrate their professional knowledge or skill set development. In these instances, please do not rate the extern with a '1,' but instead rate 'N/O' for No Opportunity to observe their knowledge or skill development in that area. This will reserve the rating of '1' to indicate substandard performance that requires remediation exclusively.

Each item should be rated independently by identifying the number that **best exemplifies the Extern's current level of competency**. Please use the following key to guide your rating:

Rating	Description
1	Major Area of Concern (Additional, Intensive Supervision Required)
2	Improvement Needed (Additional Supervision Required)
3	Meets Expectations for Training Level (Ongoing, Typical Supervision Continues)
4	Exceeds Expectations for Training Level (Minimal Supervision Needed)
5	Professionally Competent (Supervision Not Needed)
n/o	Not observed

Universal Knowledge/Skills:

1. Demonstrates ability to collaborate with other members of an interdisciplinary team.	1	2	3	4	5	n/o
2. Uses culturally responsive and developmentally appropriate assessment practices.	1	2	3	4	5	n/o
3. Understands how to use data to monitor academic progress and measure student response.	1	2	3	4	5	n/o
4. Understands how to use data to monitor behavioral progress and measure student response.	1	2	3	4	5	n/o
5. Understands how to use data to monitor social and emotional progress and measure student response.	1	2	3	4	5	n/o
6. Demonstrates the ability to evaluate the effectiveness of interventions and to	1	2	3	4	5	n/o

determine when to modify or change an intervention.						
7. Demonstrates skill in applying information and technological resources to enhance data collection and decision making.	1	2	3	4	5	n/o
8. Effectively communicates information verbally and in writing for diverse audiences.	1	2	3	4	5	n/o
9. Understands principles of implementation science and program evaluation and applies these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.	1	2	3	4	5	n/o

Comments:

Domain 1: Data-Based Decision Making

1. Conducts assessments using curriculum-based norm-referenced and non-norm-referenced measures to determine students' need for services and eligibility.	1	2	3	4	5	n/o
2. Provides information that is relevant and useful to the development of individual service plans.	1	2	3	4	5	n/o
3. Demonstrates ability to collect and analyze data from multiple sources and levels to understand students' needs.	1	2	3	4	5	n/o
4. Demonstrates skill in applying a variety of data collection strategies.	1	2	3	4	5	n/o
5. Demonstrates the ability to apply results of data collection to design services and programs.	1	2	3	4	5	n/o
6. Demonstrates knowledge to evaluate the effectiveness of interventions using universal screening and progress monitoring to inform decision.	1	2	3	4	5	n/o

Comments:

Domain 2: Consultation and Collaboration

1. Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating interventions.	1	2	3	4	5	n/o
2. Demonstrates ability to consult and collaborate with educational professionals at the individual, family, group and systems level.	1	2	3	4	5	n/o
3. Demonstrates ability to facilitate communication and collaboration by using effective and appropriate communication skills.	1	2	3	4	5	n/o
4. Participates on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.	1	2	3	4	5	n/o
5. Demonstrates the ability to consult and collaborate with professionals within and across disciplines to share resources and improve practices.	1	2	3	4	5	n/o
6. Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.	1	2	3	4	5	n/o

Comments:

Domain 3: Academic Interventions and Instructional Supports

1. Uses assessment data to inform evidence-based instructional strategies.	1	2	3	4	5	n/o
2. Promotes the attainment of academic standards and benchmarks by all students.	1	2	3	4	5	n/o
3. Recommends changes to instruction based on student responsiveness to interventions.	1	2	3	4	5	n/o
4. Applies empirically based research to the development of effective instructional strategies to promote student learning.	1	2	3	4	5	n/o
5. Demonstrates ability to work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.	1	2	3	4	5	n/o

Comments:

Domain 4: Mental and Behavioral Health Services and Interventions

<p>1. Recognizes risk and protective factors and uses data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills. (Includes: self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making)</p>	1	2	3	4	5	n/o
<p>2. Integrates behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services. (Includes: individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support)</p>	1	2	3	4	5	n/o
<p>3. Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, works to implement practices to reduce the effects of trauma on learning and behavior.</p>	1	2	3	4	5	n/o
<p>4. Demonstrates skills related to behavior analysis and uses systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be</p>	1	2	3	4	5	n/o

remedied through instruction and/or reinforcement strategies.						
5. Demonstrates the use of appropriate ecological and behavioral interventions (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.	1	2	3	4	5	n/o
6. Promotes effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.	1	2	3	4	5	n/o

Comments:

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Domain 5: School-Wide Practices to Promote Learning

1. Incorporates evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, instructional support, program evaluation, and home-school partnerships.	1	2	3	4	5	n/o
2. Uses their knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration.	1	2	3	4	5	n/o
3. Incorporates evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another.	1	2	3	4	5	n/o
4. Works with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.	1	2	3	4	5	n/o

Comments:

Domain 6: Services to Promote Safe and Supportive Schools

1. Contributes to safe and supportive school environments and promotes wellness and resilience by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence.	1	2	3	4	5	n/o
2. Supports monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk and promote positive learning and mental health trajectories (e.g., student wellness and resiliency) for all students.	1	2	3	4	5	n/o
3. Participates in school crisis response teams and uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.	1	2	3	4	5	n/o
4. Collaborates with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.	1	2	3	4	5	n/o
5. Trains staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.	1	2	3	4	5	n/o
6. Engages collaboratively (i.e., with school personnel, parents/guardians, students, and community organizations) in crisis	1	2	3	4	5	n/o

intervention and postvention practices, conducts comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.						
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Comments:

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Domain 7: Family, School, and Community Collaboration

1. Acknowledges and respects diversity in family systems. Demonstrates sensitivity for varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships, and they consider these factors when developing and providing services for families.	1	2	3	4	5	n/o
2. Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	1	2	3	4	5	n/o
3. Collaborates with caregivers and community agencies to support all students, including those who live in nontraditional settings.	1	2	3	4	5	n/o
4. Helps create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.	1	2	3	4	5	n/o
5. Advocates for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.	1	2	3	4	5	n/o

Comments:

Domain 8: Equitable Practice for Diverse Student Populations

1. Applies their understanding of the influence of culture, background, and individual learner characteristics when designing, implementing, and evaluating interventions to achieve optimal learning and behavioral outcomes.	1	2	3	4	5	n/o
2. Uses inclusive language and provides culturally responsive, equitable, and strength-based practices in all domains of service delivery for diverse individuals, families, schools, and communities.	1	2	3	4	5	n/o
3. Works collaboratively with families and community liaisons to understand and address the needs of diverse learners.	1	2	3	4	5	n/o
4. Acknowledges the subtle racial, class, gender, cultural, and other biases, as well as personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.	1	2	3	4	5	n/o
5. Recognizes both within- and between-group differences when working with diverse student populations.	1	2	3	4	5	n/o
6. Promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments.	1	2	3	4	5	n/o

Comments:

Domain 9: Research and Evidence-Based Practice

1. Evaluates, interprets, and synthesizes research findings and applies these as a foundation for effective service delivery.	1	2	3	4	5	n/o
2. Advocates for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavioral supports at all levels of practice.	1	2	3	4	5	n/o
3. Applies knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.	1	2	3	4	5	n/o
4. Evaluates, selects, and interprets evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.	1	2	3	4	5	n/o
5. Communicates their knowledge about statistics and measurement principles to inform practices and decision making.	1	2	3	4	5	n/o

Comments:

Domain 10: Legal, Ethical, and Professional Practice

1. Practices in ways that are consistent with ethical, professional, and legal standards and regulations.	1	2	3	4	5	n/o
2. Knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.	1	2	3	4	5	n/o
3. Uses information sources and technology in ways that safeguard the security of confidential information, and responsible record keeping.	1	2	3	4	5	n/o
4. Engages in effective, collaborative, and ethical professional relationships.	1	2	3	4	5	n/o
5. Seeks and uses professional supervision, peer consultation, and mentoring for effective practice.	1	2	3	4	5	n/o
6. Assists administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.	1	2	3	4	5	n/o
7. Stands up for the welfare and rights of children and uses expertise to promote changes in individual education programs, systems, and schools.	1	2	3	4	5	n/o
8. Collects data to evaluate and document the effectiveness of their own services.	1	2	3	4	5	n/o

Comments:

Overall Strengths of LSSP Intern:

Overall Weaknesses of LSSP Intern:

Suggestions to university training program:

Site Supervisor Signature

Date

LSSP Intern Signature*

Date

University Supervisor

Date

****The Intern's signature only indicates that this evaluation was discussed with him or her; it does not indicate that the Intern agrees with the report in part or in whole.***

**Appendix F:
Internship Competency Evaluation
(Field Supervisor Rating of Intern Performance)**

**School Psychology Internship Competency Evaluation
Sam Houston State University**

(Conducted by Site Supervisor)

School Psychology Intern: _____

Internship Site:

Site Supervisor:

Date: _____ Select One: Mid-term Evaluation Final Evaluation

Instructions: Please rate the Intern’s competence level based on actual observation, discussion of cases during supervision, and/or evaluation of reports written by the LSSP Intern as well as on information received from other school staff, families, students, etc.

- The expectation for Intern performance in any given area is a rating of ‘3,’ which is averaged across all questions included in any single Domain.
- Variability in performance within each Domain being evaluated and among the different Domains is expected.
- Most Interns – *according to Texas standards* – would *not* merit a rating of ‘5’ for most items, particularly on their Mid-Term evaluation. Interns are expected to practice under supervision throughout the Internship year.
- Any rating of ‘1’ for any question will require additional follow-up between the University and Field supervisors in connection with the Intern.
- An Intern with more than three Domains with average scores below ‘3’ will require additional follow-up between the University and Field supervisors in connection with the Intern.

Each item should be rated independently by circling the number that **best exemplifies the Intern’s current level of competency**. Please use the following key to guide your rating:

Rating	Description
1	Major Area of Concern (Additional, Intensive Supervision Required)
2	Improvement Needed (Additional Supervision Required)
3	Meets Expectations for Training Level (Ongoing, Typical Supervision Continues)
4	Exceeds Expectations for Training Level (Minimal Supervision Needed)
5	Professionally Competent (Supervision Not Needed)
n/o	Not observed

Universal Knowledge/Skills:

1. Demonstrates ability to collaborate with other members of an interdisciplinary team.	1	2	3	4	5	n/o
2. Uses culturally responsive and developmentally appropriate assessment practices.	1	2	3	4	5	n/o
3. Understands how to use data to monitor academic progress and measure student response.	1	2	3	4	5	n/o
4. Understands how to use data to monitor behavioral progress and measure student response.	1	2	3	4	5	n/o
5. Understands how to use data to monitor social and emotional progress and measure student response.	1	2	3	4	5	n/o
6. Demonstrates the ability to evaluate the effectiveness of interventions and to	1	2	3	4	5	n/o

determine when to modify or change an intervention.						
7. Demonstrates skill in applying information and technological resources to enhance data collection and decision making.	1	2	3	4	5	n/o
8. Effectively communicates information verbally and in writing for diverse audiences.	1	2	3	4	5	n/o
9. Understands principles of implementation science and program evaluation and applies these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.	1	2	3	4	5	n/o

Comments:

DRAFT

Domain 1: Data-Based Decision Making

1. Conducts assessments using curriculum-based norm-referenced and non-norm-referenced measures to determine students' need for services and eligibility.	1	2	3	4	5	n/o
2. Provides information that is relevant and useful to the development of individual service plans.	1	2	3	4	5	n/o
3. Demonstrates ability to collect and analyze data from multiple sources and levels to understand students' needs.	1	2	3	4	5	n/o
4. Demonstrates skill in applying a variety of data collection strategies.	1	2	3	4	5	n/o
5. Demonstrates the ability to apply results of data collection to design services and programs.	1	2	3	4	5	n/o
6. Demonstrates knowledge to evaluate the effectiveness of interventions using universal screening and progress monitoring to inform decision.	1	2	3	4	5	n/o

Comments:

Domain 2: Consultation and Collaboration

1. Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating interventions.	1	2	3	4	5	n/o
2. Demonstrates ability to consult and collaborate with educational professionals at the individual, family, group and systems level.	1	2	3	4	5	n/o
3. Demonstrates ability to facilitate communication and collaboration by using effective and appropriate communication skills.	1	2	3	4	5	n/o
4. Participates on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.	1	2	3	4	5	n/o
5. Demonstrates the ability to consult and collaborate with professionals within and across disciplines to share resources and improve practices.	1	2	3	4	5	n/o
6. Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.	1	2	3	4	5	n/o

Comments:

Domain 3: Academic Interventions and Instructional Supports

1. Uses assessment data to inform evidence-based instructional strategies.	1	2	3	4	5	n/o
2. Promotes the attainment of academic standards and benchmarks by all students.	1	2	3	4	5	n/o
3. Recommends changes to instruction based on student responsiveness to interventions.	1	2	3	4	5	n/o
4. Applies empirically based research to the development of effective instructional strategies to promote student learning.	1	2	3	4	5	n/o
5. Demonstrates ability to work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.	1	2	3	4	5	n/o

Comments:

Domain 4: Mental and Behavioral Health Services and Interventions

<p>1. Recognizes risk and protective factors and uses data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills. (Includes: self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making)</p>	1	2	3	4	5	n/o
<p>2. Integrates behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services. (Includes: individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support)</p>	1	2	3	4	5	n/o
<p>3. Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, works to implement practices to reduce the effects of trauma on learning and behavior.</p>	1	2	3	4	5	n/o
<p>4. Demonstrates skills related to behavior analysis and uses systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be</p>	1	2	3	4	5	n/o

remedied through instruction and/or reinforcement strategies.						
5. Demonstrates the use of appropriate ecological and behavioral interventions (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.	1	2	3	4	5	n/o
6. Promotes effective home–school collaboration and, when necessary, collaborates with other community providers to coordinate mental and behavioral health supports and wraparound services.	1	2	3	4	5	n/o

Comments:

DRAFT

Domain 5: School-Wide Practices to Promote Learning

1. Incorporates evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, instructional support, program evaluation, and home-school partnerships.	1	2	3	4	5	n/o
2. Uses their knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration.	1	2	3	4	5	n/o
3. Incorporates evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another.	1	2	3	4	5	n/o
4. Works with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.	1	2	3	4	5	n/o

Comments:

Domain 6: Services to Promote Safe and Supportive Schools

1. Contributes to safe and supportive school environments and promotes wellness and resilience by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence.	1	2	3	4	5	n/o
2. Supports monitoring for early indicators of risk, works to provide effective consultation and intervention services to ameliorate student risk and promotes positive learning and mental health trajectories (e.g., student wellness and resiliency) for all students.	1	2	3	4	5	n/o
3. Participates in school crisis response teams and uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.	1	2	3	4	5	n/o
4. Collaborates with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.	1	2	3	4	5	n/o
5. Trains staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.	1	2	3	4	5	n/o
6. Engages collaboratively (i.e., with school personnel, parents/guardians, students, and community organizations) in crisis	1	2	3	4	5	n/o

intervention and postvention practices, conducts comprehensive suicide and/or threat assessments for students who are identified as at risk, and designs interventions to address mental and behavioral health needs.						
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Comments:

DRAFT

Domain 7: Family, School, and Community Collaboration

1. Acknowledges and respects diversity in family systems. Demonstrates sensitivity for varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships, and they consider these factors when developing and providing services for families.	1	2	3	4	5	n/o
2. Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	1	2	3	4	5	n/o
3. Collaborates with caregivers and community agencies to support all students, including those who live in nontraditional settings.	1	2	3	4	5	n/o
4. Helps create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.	1	2	3	4	5	n/o
5. Advocates for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.	1	2	3	4	5	n/o

Comments:

Domain 8: Equitable Practice for Diverse Student Populations

1. Applies their understanding of the influence of culture, background, and individual learner characteristics when designing, implementing, and evaluating interventions to achieve optimal learning and behavioral outcomes.	1	2	3	4	5	n/o
2. Uses inclusive language and provides culturally responsive, equitable, and strength-based practices in all domains of service delivery for diverse individuals, families, schools, and communities.	1	2	3	4	5	n/o
3. Works collaboratively with families and community liaisons to understand and address the needs of diverse learners.	1	2	3	4	5	n/o
4. Acknowledges the subtle racial, class, gender, cultural, and other biases, as well as personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.	1	2	3	4	5	n/o
5. Recognizes both within- and between-group differences when working with diverse student populations.	1	2	3	4	5	n/o
6. Promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments.	1	2	3	4	5	n/o

Comments:

Domain 9: Research and Evidence-Based Practice

1. Evaluates, interprets, and synthesizes research findings and applies these as a foundation for effective service delivery.	1	2	3	4	5	n/o
2. Advocates for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavioral supports at all levels of practice.	1	2	3	4	5	n/o
3. Applies knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.	1	2	3	4	5	n/o
4. Evaluates, selects, and interprets evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.	1	2	3	4	5	n/o
5. Communicates their knowledge about statistics and measurement principles to inform practices and decision making.	1	2	3	4	5	n/o

Comments:

Domain 10: Legal, Ethical, and Professional Practice

1. Practices in ways that are consistent with ethical, professional, and legal standards and regulations.	1	2	3	4	5	n/o
2. Knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.	1	2	3	4	5	n/o
3. Uses information sources and technology in ways that safeguard the security of confidential information, and demonstrates responsible record keeping.	1	2	3	4	5	n/o
4. Engages in effective, collaborative, and ethical professional relationships.	1	2	3	4	5	n/o
5. Seeks and uses professional supervision, peer consultation, and mentoring for effective practice.	1	2	3	4	5	n/o
6. Assists administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.	1	2	3	4	5	n/o
7. Stands up for the welfare and rights of children and uses expertise to promote changes in individual education programs, systems, and schools.	1	2	3	4	5	n/o
8. Collects data to evaluate and document the effectiveness of their own services.	1	2	3	4	5	n/o

Comments:

Overall Strengths of LSSP Intern:

Overall Weaknesses of LSSP Intern:

Suggestions to university training program:

Site Supervisor Signature

Date

LSSP Intern Signature*

Date

University Supervisor

Date

****The Intern's signature only indicates that this evaluation was discussed with him or her; it does not indicate that the Intern agrees with the report in part or in whole.***