
SCHOOL PSYCHOLOGY HANDBOOK



TABLE OF CONTENTS

PREFACE	5
CORE FACULTY.....	6
IMPORTANT UNIVERSITY LINKS.....	7
INTRODUCTION	8
Program Philosophy and Goals.....	9
PROGRAM TRAINING OBJECTIVES.....	10
COMMITMENT TO STUDENTS.....	11
THE UNIVERSITY.....	12
THE COLLEGE OF EDUCATION.....	14
PROGRAM REQUIREMENTS.....	16
ADMISSION.....	16
APPLYING TO THE PROGRAM.....	17
FINANCIAL ASSISTANCE.....	17
PROGRAM ADVISING.....	18
COURSEWORK REQUIREMENTS.....	18
TRANSFER OF CREDIT HOURS.....	18
COPREHENSIVE EXAMINATIONS.....	18
CERTIFICATION AND LICENSURE.....	18
EMPLOYMENT OPPORTUNITIES.....	19
LEGAL AND ETHICAL ISSUES.....	19
FIELD-BASED EXPERIENCES.....	20
PRACTICA.....	20
MULTIFACTOR PRACTICUM TRANSITION EVALUATION FORM.....	21

INTERNSHIP.....	22
HEALTH INSURANCE.....	22
APPLYING FOR INTERNSHIPS.....	23
INTERSHIP COMPENSATION.....	23
FASP INTERNSHIP STANDARIZATION PROCESS.....	24
LIVETEXT.....	25
MULTIFACTOR INTERNSHIP TRANSITION EVALUATION FORM.....	26
STUDENT SUPPORT SERVICES.....	27
RECRUITMENT.....	27
ADMISSION.....	27
ADVISEMENT.....	27
COUNSELING.....	28
CONSULTATION.....	28
PEER NETWORKING.....	28
JOB PLACEMENT.....	28
OUTLINE OF COURSES.....	29
PROFESSIONAL ORGANIZATIONS.....	31
EVALUATION OF STUDENT PROGRESS.....	32
STUDENTS RIGHTS AND RESPONSIBILITIES.....	32
FULL-TIME PROGRAM.....	32
PROGRESS THROUGH THE PROGRAM.....	32
ANNUAL STUDENT EVALUATION.....	33
UCF COMPREHENSIVE EXAMINATIONS.....	33
RESEARCH REPORT.....	33
CERTIFICATION AND LICENSURE EXAMINATIONS.....	33

FLORIDA TEACHER CERTIFICATION EXAM (FTCE).....	34
DISMISSALS FROM THE PROGRAM.....	37
REASONS FOR DISMISSAL.....	37
PROCESS AND PROCEDURES.....	37
APPEALS PROCESS.....	38
APPROXIMATE STUDENT TIMELINE.....	39
PROGRAM ACCOUNTABILITY	40
APPENDIX A – UCF SCHOOL PSYCHOLOGY INTERNSHIP PLAN FORM.....	41
APPENDIX B – FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	43
APPENDIX C – NASP DOMAINS OF SCHOOL PSYCHOLOGY TRAINING.....	47

*Information in this document that contradicts
university or college policies are superseded by such policies
UCF School Psychology Program Handbook 2009-2010

GRADUATE STUDY IN SCHOOL PSYCHOLOGY
UNIVERSITY OF CENTRAL FLORIDA
PREFACE

Welcome to the School Psychology Program at the University of Central Florida (UCF)! The faculty and staff are pleased that you have selected to enter our Program and we are committed to helping you make this a positive educational and personal growth experience. For students who are now first entering the Program, we wish you much success. For students who are continuing to study with us, we trust that you are progressing toward your degree in an exemplary manner.

School Psychology students matriculate through the Program in a cohort. For first-time graduate students, courses are often more challenging than undergraduate courses. Thus, we advise you to establish and maintain close relationships and friendships both within and across cohorts to ease any challenges.

This Handbook is important to your success in our graduate Program. Within these pages you will find information about the Program and our services, policies, and procedures. You will also find information regarding the expectations we have for our graduate students. Please refer to this Handbook often.

Although written information is important and helpful and should be referenced as needed, nothing can substitute for personal contacts. Do not hesitate to request help or information from School Psychology faculty and staff members in the College of Education Department of Child, Family, and Community Sciences. You should contact your advisor as soon as possible to ensure a smooth transition into the Program and your coursework.

The goal of the School Psychology faculty and staff is to work to ensure your matriculation through the Program is successful, beneficial, and meaningful as possible. **We would like to thank you for the privilege of intrusting us with your graduate education!**

Sincerely,

Your School Psychology Faculty

THE SCHOOL PSYCHOLOGY PROGRAM FACULTY PAGE

Dr. Oliver W. Edwards

Dr. Edwards is an Associate Professor of School Psychology. He completed his undergraduate studies in psychology at Florida International University in 1986. He completed an Ed.D. in education at Florida International University in 1998 and graduate degrees and a Ph.D. in school psychology at the University of Florida in 1989 and 2003, respectively. During his graduate education, he was a McKnight Doctoral Fellow.

Dr. Edwards practiced as a school psychologist with the School Board of Broward County, Florida for several years. He later became an administrator with the district, supervising roughly 65 school psychologists and school social workers in their work with 65 schools and some 75,000 students.

Dr. Edwards' research interests are motivated by two imperatives: helping children and serving the profession of school psychology. His previous research addressed theories of intelligence, intellectual testing of racial/ethnic minorities, and the sociology of education. Currently, he is researching issues involving utilizing family and social support networks to aid students' intellectual, academic, and emotional functioning. In addition, he is keenly interested in researching issues involving high-stakes testing.

Dr. Gordon E. Taub

Dr. Taub is an Associate Professor of School Psychology. He received his Ph.D. from the University of Florida in 1998 and has six years of applied experience in school psychology. His major areas of scholarly interest include the structure and development of intelligence, individual differences in real-world performance, personality and emotional assessment, and parenting. Dr. Taub teaches Advanced Educational Psychology, Behavioral and Observational Analysis of Classroom Interactions in Schools, Child and Adolescent Deviant Behavior and Treatment, Developmental Bases of Diverse Behaviors, Individual Psychoeducational Diagnosis II, and Introduction to School Psychology.

Dr. Edward H. Robinson, III

After completing his early education in the public school of Bel Air, Maryland, he attended Marshall University in Huntington, West Virginia where he received a BA degree in Social Studies Education. After teaching high school for two years at Aberdeen High in Aberdeen Maryland, he received an M.Ed. in Secondary Education with a concentration in counseling from John Hopkins University. In 1976 he received his Ph.D. from Duke University in counseling and school psychology and was certified by the state at the doctorate level in both areas. During his Program at Duke he taught Educational Psychology and later supervised school psychology interns. After graduation he served as Director of Pupil Services for the Alamance County Schools in North Carolina, where he had direct supervision over the Psychological Services Division and was responsible for the counseling and exceptional children Programs. He has been a Counselor Educator at Marquette University, the University of South Carolina and is currently a professor at UCF. His publications include a number of books and chapters including *Helping Children Cope with Fear and Stress* and over 40 referred manuscripts. Professional memberships include ACA, ASERVIC, AHEAD, ACES and NASP.

Affiliated Faculty

Dr. Dayle Jones

Dr. Dayle Jones obtained her Doctorate (Ph.D.) in Counselor Education from the University of South Carolina, her Masters in Education and Human Development from Rollins College and her Bachelors of Science from the University of Central Florida. Dr. Jones specialty is mental health counseling, and she has published research in the areas of sexual trauma, group counseling, and ethics. Among the courses she has taught at UCF: Diagnosis and treatment, Group Counseling, Child Abuse and Neglect, and Substance abuse Counseling.

Dr. Mark Young

Mark Young joined the UCF faculty in Fall, 1999. He received his doctorate in Community Counseling from Ohio University in 1985. His professional experience as a counselor includes more than 20 years in community mental health, corrections, college counseling centers and private practice. Since 1987 he has worked as a counselor educator. During that time he has published three books and a variety of articles on subjects ranging from imagery to innovative teaching techniques in the counseling field. His most recent books are Learning the Art of Helping (1998) from Prentice-Hall and Counseling and Therapy for Couples (1998) from Wadsworth. Dr. Young has given workshops at state and national conventions in the United States, Mexico, Russia, and France.

Important University Links

UCF Graduate Catalog – School Psychology

http://education.ucf.edu/pop.cfm?catLink=http://www.graduate.ucf.edu/acad_progs/index.cfm?progID=129&scm=curriculum#SPYES

UCF Graduate Catalog – University Policies

<http://www.graduatecatalog.ucf.edu/Content/Policies.aspx>

UCF Graduate Studies

<http://www.students.graduate.ucf.edu/currentgradcatalog/>

UCF Financial Assistance – APPLY BEFORE MARCH 1:

<http://www.students.graduate.ucf.edu/sitemap/index.cfm?RsrcID=57&SubCatID=192>

UCF Academic Calendars:

<http://www.registrar.sdes.ucf.edu/calendar/academic/2009/summer/>

UCF Registrar's Office:

<http://registrar.ucf.edu/> and <http://registrar.ucf.edu/>

INTRODUCTION

The School Psychology Program at the University of Central Florida is dedicated to preparing highly competent future professional school psychologists based on a practitioner-scholar-scientist model. As a result of their broad-based training, graduates are prepared to make significant contributions to this dynamic, exciting, and challenging field. Current and prospective students should comprehensively review this description of the School Psychology Ed.S. Program, the goals and objectives of the Program, the list of required coursework, and The University of Central Florida Graduate Catalog for information needed to plan their graduate training in school psychology. This document contains the guideless, policies, and activities of the Program and university.

The Educational Specialist (Ed.S.) degree Program in School Psychology is a unique specialization in psychology and education. This Program is based on the assumptions that school psychologists can apply relevant knowledge and skills from a variety of disciplines to the learning and adjustment problems of preschool and school-aged children; and that relevant knowledge and skills can be transmitted through a variety of services including (a) consultation with teachers and parents, (b) direct and indirect services to children and young adults, and (c) direct and indirect services to school and community organizations.

School psychologists may practice in public or private schools, colleges and universities, rehabilitation centers, hospitals, mental health clinics, government agencies, child guidance centers, penal institutions, and may develop private practices. Applicants with backgrounds in education, psychology or other undergraduate majors may qualify. The Program involves formal preparation and practical experiences focusing on psychological foundations (human development, learning and motivation), psycho-educational assessment, exceptional students, remediation or intervention techniques, counseling skills, statistics, research and professional issues related to the practice of school psychology. A full-time (1200 hours) internship is required.

The Program is offered through the College of Education's Department of Child, Family, and Community Sciences and works closely with other departments in the college. The School of Psychology Program is accredited by the Florida Department of Education and graduates are eligible for certification as School Psychologists in the State of Florida. For those seeking employment outside the state, every effort is made to design a Program of Study that will meet the requirements of the respective area. The Program is aligned with the National Association of School Psychologists 2000 document, Standards for Training and Field Placement Programs in School Psychology. The Program has received full approval from NCATE/NASP. Graduates of the Program are eligible for the National Certificate in School Psychology upon successful completion of the National School Psychology Examination. Graduates are certifiable at the state level.

The Ed.S. degree at the University of Central Florida meets the Florida State Department of Education requirements for certification as a school psychologist. The state of Florida has upgraded certification to reflect the recommendations of The National Association of School Psychologists. This Program currently meets those recommended standards. Graduates of the Program may qualify for licensure as a private practice school psychologist in Florida. A minimum of three years of experience beyond the Ed.S. degree is required for licensure. Specific details are available through the School Psychology Program faculty. To obtain certification in School Psychology from the Florida Department of Education students must have graduated from the Program and successfully passed the certification examination administered by the DOE. Applications for the exam can be obtained in the College of Education Students Services Office. If graduates of the Program do not possess a Florida teaching credential, successful completion of a Professional Orientation Program during the first year of employment is required. The Professional Orientation Program is administered by the respective local education agency.

PROGRAM PHILOSOPHY AND GOALS

The philosophy and goals of the Program are aligned with the mission of the UCF College of Education and that mission is to provide a high-quality education for its students and others as reflective practitioners, to promote and conduct research and scholarship, and to participate in learning communities that enhance practice and student outcomes. Specific philosophies and goals are as follows:

Commitment to a Respect for Individual Differences. The School Psychology Program is committed to recognizing the worth and dignity of every individual. Awareness of cultural diversity and the unique learning characteristics of certain groups and the ability to work with appropriate agencies to ensure that an individual's ability to learn are maximized. To help accomplish this, the School Psychology Program is committed to training students to work as effective change-agents with school-based personnel, parents, and community agencies.

Commitment to Ethical Practice. The School Psychology Program stresses the importance of sound ethical practice in the delivery of school psychological services. The Program conducts all activities according to the ethical standards of the American Psychological Association and the National Association of School Psychologists. The Program is committed to providing students with the opportunities to interact with the legal profession in order to validate the legal and ethical aspects of our work.

Commitment to Best Practice based on Empirical Knowledge. The School Psychology Program is dedicated to teaching students about best practices that have been empirically evaluated and shown to be reliable and valid. The Program is committed to teaching students to question existing practices and to provide them with the skills to conduct research to evaluate new or existing practices.

Commitment to Theoretical, Practical, and Applied Learning. During preservice classroom training and extensive field-based experiences, students learn to make decisions that are data-based. By way of critical reflection during execution of needs assessment, data collection, prevention and intervention implementation, progress monitoring, and evaluation of student outcomes, Program graduates utilize their problem-solving skills to foster efficient and effective prevention and intervention strategies. Faculty and field-based supervisors mentoring and feedback assist students develop these critical competencies as a means of advancing favorable learning environments that respond equitably and beneficially to the needs of all students.

PROGRAM TRAINING OBJECTIVES

A central objective of the Program is to enhance the capacity of school psychologists to provide comprehensive psychological services within schools and to facilitate student learning and mental health. Thus, the Program is designed in order that Program graduates evidence skills that are necessary for the capable and competent practice of School Psychology. The following are specific Program objectives for graduates:

- Graduates will evidence the ability to make data-based decisions
- Graduates will evidence effective consultation skills
- Graduates will evidence knowledge of effective instructional procedures
- Graduates will evidence the ability to develop prevention and interventions strategies and plans
- Graduates will evidence knowledge of students' social and developmental bases of behavior
- Graduates will evidence competent evaluation skills using standardized academic, intellectual, behavior/emotional problems, and psychological processing measures
- Graduates will understand the importance of evaluating students' school-related functioning using measures such as DIBBLES and CBM
- Graduates will evidence culturally competent evaluation and practice skills
- Graduates will evidence knowledge of organizational structure, policies, procedures, laws and climate of schools
- Graduates will evidence knowledge of positive youth development and developmental psychopathology
- Graduates will evidence knowledge of systems theory and its relevance to school psychology practice
- Graduates will evidence knowledge of research procedures
- Graduates will be able to apply basic statistical methods in research and practice
- Graduates will evidence understanding of School Psychology as an ethical profession
- Graduates will apply technological skills relevant to the practice of School Psychology

Program objectives for students are appraised by faculty and field-based supervisors via the following:

- Coursework
- Student examinations during courses
- Case study assignments
- Administration, scoring, and interpretation of standardized tests
- Written reports
- Implementation of prevention and intervention strategies
- Reflective writing assignments
- Demonstration of skills during field-based experiences
- Completion of research project
- Passing a comprehensive examination
- Passing the Florida Teacher Competency Examination
- Completion of a Program Portfolio

COMMITMENT TO STUDENTS

The School Psychology Program at the University of Central Florida is dedicated to the belief that the quality of a Program is not determined by its size, but by its commitment to best practice and to the effective performance of its graduates. The Program utilizes a practitioner-scholar-scientist model throughout the course of study and emphasizes the delivery of comprehensive school psychological services focusing on the unique characteristics of each individual learner. The Program operates from a problem-solving perspective and provides students with the opportunity to develop skills with professionals in related disciplines.

Recognizing that change is one constant that the effective professional school psychologist must facilitate, the Program emphasizes the role of the school psychologist as a primary change agent within the components of the learning process. Students' field-based studies (i.e., practica and internship assignments in the applied setting) are used to compare and contrast best practice with each student's experience. The Program faculty members work closely with the practica and internship supervisors to ensure Program integrity and to compliment the on-site supervision.

The Program's coursework has been designed to provide students with a thorough sequential knowledge base and experiences that orient the students to the traditional roles of the school psychologist and allow the acquisition of advancing skills to provide appropriate intervention/preventive service in a number of settings. This blend of formal coursework and carefully selected field-based experiences is viewed as a strength of the Program. The Program faculty work closely with local education agencies and model the role of the school psychologist as a change agent.

The Program is dedicated to preparing highly competent future professional school psychologists. Program faculty work with students throughout the Program to help to ensure that our students are able to facilitate the delivery of comprehensive effective psychological services. A strength of the Program has been the quality of its graduates. The Program's admission policies result in the selection of outstanding students. Once admitted to the Program, every effort is made to ensure that each student will experience success. A supportive environment is provided and first-year students are paired with second and third-year students in what has been referred to as the "peer resource model." This model is encouraged throughout the Program and into an individual's professional career.

The curriculum is sequenced and coursework outside the School Psychology Program is coordinated to ensure that students in the Program have minimal, if any, difficulty in registering for needed courses. An orientation is held for entering students with an emphasis on the student's Program of Study. Students are aware of course offerings and Program expectations for each course.

THE UNIVERSITY

The University of Central Florida opened in the Fall of 1968. Its original name, Florida Technological University, was changed by the Florida Legislature on December 6, 1978. This name change reflects the changing role of the University in the Central Florida area. Initially, the University was developed in response to the Cape Kennedy space complex, but with its enthusiastic acceptance by the Central Florida community and its rapid growth, the University began to acquire a broader educational mission.

The University's presently assigned role within the nine-campus State University System of Florida is that of a general purpose institution offering degree Programs at all levels of instruction. In addition, the University has the responsibility of assisting in the economic development of the Central Florida region especially in the areas of high technology, electronics and tourism.

Statement of Purpose

The University of Central Florida serves the people of Florida by providing graduate and undergraduate education in most general areas of study and in specifically selected technological and professional disciplines.

Master's degree Programs are offered in over forty areas of the University. Doctoral Programs are available in computer science, education, engineering, human factors psychology, and business administration.

The East Central Florida Area and the Campus

UCF is located in the east central Florida region with a population estimated at 1.9 million. The area is endowed with a rich heritage of cultural, educational, industrial, and recreational activities. Cultural activities include a symphony orchestra, civic theater, dinner theaters, art galleries, and museums. The beauty of the Orlando area is evidenced by its numerous parks and flower gardens. In addition to UCF, educational needs of the area are served through quality public school systems, public community colleges and several privately supported colleges and schools. Recreation opportunities abound in the Orlando area.

The campus of UCF, located 13 miles east of downtown Orlando, consists of 1,227 acres of land in a scenic setting of pine, palm, cypress, cedar and oak trees. Lake Claire, covering 40 acres, and Lake Lee, covering 14 acres, contribute to the natural beauty of the campus. Since campus construction began in 1966, more than 60 buildings have been built including the library, classroom buildings, laboratories, residence halls and student facilities. The Creative School for Children was built with funds contributed by the Edyth Bush Charitable Foundation of Winter Park and the UCF Student Government. Recreational facilities include lighted tennis and handball courts, a flag football/soccer field, a swimming pool, a golf driving range with putting greens, volleyball courts, and a baseball field. The campus currently serves over 27,000 students.

The University Library

The University Libraries has a collection of over 1.8 million volumes, including 17,000 current serial subscriptions. In addition to bound volumes, the library owns approximately 3 million microforms and 45,000 media titles. UCF is a partial depository for both United States and Florida government publications.

See the [Collections Overview](#) and [Statistical Summary](#) pages for more information.

Hours

The main library is open approximately 105 hours per week including evenings and weekends. See the [Hours](#) page or call 407-823-2756 for specific hours of operation.

Computers and Technology

Over 250 computer workstations are available for public use on the five floors, including 70 laptops with wireless cards that can be checked out for use anywhere in the building. Patrons can bring their own laptops and wireless cards to connect to the library's Internet. The main library also has 2 classrooms outfitted with 41 computer workstations for hands-on instruction in the use of electronic resources.

The Libraries' Web-based catalog, [ALEPH](#), can be accessed from any computer on the Internet. The Libraries also provides access to hundreds of electronic databases, the catalogs of other Florida university system libraries, and the community college system libraries.

See the [Articles, Databases, and More](#) pages to see the Libraries' online resources.

See the [Public Computer Software](#) page for information on what software the main UCF Library has on it's public-access computers.

Research Facilities

The Center for Educational Research and Development (CERD) is a type IV institute within the College of Education whose purpose is to support the vision and mission of the College by facilitating research activities. CERD is a support service for the College in the area of contracts and grants as well as non-funded research. College of Education faculty members are provided support in identifying funding sources, preparation of grant proposals and budgets, and submitting reports. CERD provides guidance to faculty in the area of contracts and grants administration and compliance.

In addition, CERD provides evaluation services for funded projects both within and outside the College. A staff of research assistants provides faculty with advice in designing evaluation plans for proposals and implementing evaluation plans for funded projects.

Research facilities include the Northeast Data Center Amdahl 470 computers, with remote batch access and interactive processing through department and computer center equipment; a CDC 205 Supercomputer; IBM 3090s, 4341s and 4381s; a VAX-11/780 with peripheral devices; several microcomputers; a Tektronix graphics equipment. Close liaison is maintained with the Florida Solar Energy Center and the Central Florida Research Park. In addition to the fully equipped instrumental biofeedback research laboratory and psychological testing laboratory, there are physiological research laboratories and communicative disorders facilities.

The Central Florida Research Park

Adjacent to and directly south of the UCF campus, is the Central Florida Research Park, where private industry and governmental agencies carry on research-oriented activities. While the first phase of the Research Park consists of 550 acres, there are additional land holdings that make it possible to expand future development to a total of almost 1,400 acres.

Four University organizations are currently located in the Research Park; the Center for Research in Electro-Optics and Lasers (CREOL), the Institute for Simulation and Training, the Sinkhole Institute, and the Small Business Development Center. The U.S. Naval Training Systems Center, the focal point of the nation's stimulation and training industry, also has its headquarters in the Research Park. Currently located in the Research Park are over 65 companies pursuing activities in simulation and training, lasers, optical filters, behavioral sciences, diagnostic test equipment and oceanographic equipment.

The Research Park, which is being developed by the Orange County Research and Development Authority in cooperation with UCF, provides greatly expanded research opportunities for faculty and graduate students, as well as additional part-time and full-time employment for students and graduates.

The Institute for Simulation and Training

The Institute for Simulation and Training (IST) is located in the Central Florida Research Park next to the UCF Campus. IST conducts basic and applied research in state-of-the-art simulation and training devices. The Institute draws on the expertise of faculty and the academic resources of the University of Central Florida, the Naval Training Systems Center, the Army Project Manager Training Devices, and the Department of Defense Training and Performance Data Center. The Institute also maintains close ties with many industrial affiliates in the private sector.

The Institute's research encompasses a wide variety of areas related to simulation and training. These areas include simulation/gaming, special purpose computer architecture, software engineering, computer-generated imagery systems, human factors engineering, instructional systems design, technical/instructional writing, operations research, computer-based instruction, and artificial intelligence.

THE COLLEGE OF EDUCATION

The **Curriculum Materials Center (CMC)**, a division of the [University of Central Florida Libraries](#), is located in the **Education Complex, ED 194**. The CMC provides representative K-12 materials for preview, analysis and circulation, primarily to the students and faculty of the [College of Education](#) (COE). The CMC plays a unique and integral role in the educational process of current and future educators.

CMC [operating hours](#) are: Monday-Thursday 7:45 am-9:00 pm, Friday 7:45 am-5:00 pm, Saturday 8:00 am-5:00 pm, Sunday - Closed. The CMC [collections](#) are indexed in [ALEPH](#), the UCF Library catalog. The CMC [Collection Development Statement](#) supports the procurement of these unique collections. To identify CMC materials in the catalog records, look for *CMC* in the Location field, which is next to the item's Call Number. Although the primary patron community of the CMC is the College of Education, all UCF students are welcome. UCF community members with a UCF ID or a Special Borrower's card may also check out CMC circulating materials. For details regarding checkout policies, please see our [Circulation](#) information.

The CMC comfortably seats forty students at study tables and has one group study room. The CMC also provides access to twenty seven computer workstations, a scanner, DVD and VHS players, and five laptops, which are available for two hour in-library checkout. All computers and laptops have access to the Internet, multimedia applications, and the UCF Library catalog (ALEPH). Printing is available using a UCF ID and photocopying is available using a UCF ID or cash.

The CMC Production Lab provides access to production and multimedia equipment that can be used in preparing class projects. Lab resources include two Ellison Letter machines, a large roll laminator, overhead and opaque projectors, paper cutters, and a spiral binding machine. The lab also contains two multi-media workstations; each with 15-inch color TV monitors and combination DVD/VCR players. Tape recorders, an audio cassette player, a slide projector, and a record player are also available for checkout. A digital camera and digital camcorder are available for in-library use.

CMC tours and orientations are scheduled by request each semester to meet individual class needs. Faculty may schedule orientations by contacting the CMC at 407-823-2791. Some faculty members orient their classes to the CMC collections and lab themselves, and individual classes occasionally meet in the center when students are working with CMC materials.

SCHOOL PSYCHOLOGY PROGRAM REQUIREMENTS

Admission

The selective nature of the Program allows for a relatively small student body and Program faculty to work closely with each student. The Program faculty consult with state departments of education, local educational agencies, and test publishers and developers. These faculty activities allow for a number of opportunities for students to be involved in activities that enhance the practice of the delivery of school psychological services. School psychologists may practice in public or private schools, colleges and universities, rehabilitation centers, hospitals, mental health clinics, government agencies, child guidance centers, penal institutions, and may develop private practices. Applicants with backgrounds in education, psychology, or other undergraduate majors may qualify. The Program involves formal preparation and practical experiences focusing on psychological foundations (human development, learning and motivation), psycho-education assessment, exceptional students, remediations or intervention techniques, counseling skills, as well as full-time supervised internships for two semesters in a public school setting. Graduates are certifiable at the state level and the Program is approved and accredited by NASP/NCATE.

Requirements

Requirements for consideration for admission to the Program include the following:

1. Attend an **Information Session** with the Program faculty prior to applying (no appointment necessary). **DO NOT APPLY UNTIL YOU ATTEND AN INFORMATION SESSION.**
2. Admission to graduate school
3. Baccalaureate degree from an accredited institution (preferably in Education or Psychology)
4. Undergraduate GPA of 3.0 (on a 4.0 scale) for the last 60 semester hours
5. GRE score of 1,000 (verbal and quantitative scores combined)
6. Three letters of recommendation (one from a faculty member)
7. Mandatory interview with the School Psychology Review Committee
8. Favorable recommendation for admission by the School Psychology Review Committee

In accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires: 1) a composite verbal-quantitative GRE score of at least 1000, **or** 2) having previously passed all four parts of the College Level Academic Skills Test (CLAST), **or** 3) passing all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT). Applicants who do not meet this requirement via option 1 (GRE) or 2 (CLAST), must take and pass the FTCE/GKT for admission.

This Program can accommodate only a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this Program will occur only in the Fall term.

This is a full time cohort type Program which requires students to be in attendance 3 or 4 nights per week. All classes start after 4:30 PM.

Application Deadline: March 1, at 5:00 PM
International Students Application Deadline: January 15

Applying to the Program

Applications are completed online at <https://www.students.graduate.ucf.edu/gradonlineapp/>. Applicants should request information from the Records Office, College of Education, University of Central Florida, Orlando, FL 32816, (407) 275-2021. Prospective students can also contact the School Psychology Program (407) 823-2401 for specific Programmatic information.

To apply, official transcripts of all undergraduate and graduate courses, official GRE score notification, and completed application (which include goal statement) are sent directly to the Admissions Office, Graduate School, University of Central Florida, Orlando FL 32816. Complete applications are due by March 1 of the preceding Fall semester in which the applicant plans to begin graduate study. **Admissions are for Fall semester only.**

Admission decisions are based on a composite of the subjective and qualitative requirements noted above. Each application is considered in the context of other applications to the School Psychology Program. The Program is committed to recruiting a culturally diverse student body. Differing backgrounds and experiences of each class are viewed as strengths of the Program. Students are encouraged to learn from each other as well as from the planned curriculum. The Program is highly competitive and can accommodate only a limited number of students (usually 16-18); therefore, there is a possibility of being denied admission even when all criteria for application are met. Final acceptance is made by the School Psychology Program. Once admitted, every effort is made to ensure success of a graduate student and to assist each student in attaining a high level of professional competence.

Financial Assistance

School Psychology graduate students are in demand as graduate assistants, research assistants and teaching assistants within the College of Education. In addition, the Curriculum Materials Center, Graduate Records Office and Research Institute seek out school psychology students to provide assistance. Graduate students are limited to twenty hours of part-time work in the College of Education. Applications for these positions can be requested from the Dean's office, College of Education. Other financial aid information is available from the Office of Financial Aid, Administration Building. Information about specific fellowships may be found in the graduate catalog. **Please apply for financial aid before March 1.**

Residency Requirement

The Ed.S. Degree in school psychology consists of a minimum of three years of full-time academic study beyond the baccalaureate degree. It is expected that students will complete the Program in full-time continuous residency. However, some students may choose to vary from the planned sequence of course offerings. This must be approved by the Program advisor and reflected in the student's Program of Study. Any student not in continuous residency must complete all required coursework. The Internship must be completed as a full-time, uninterrupted experience. All requirements for the degree must be complete during seven calendar years preceding the date on which the degree is to be awarded.

Program Advising

Upon admission to the Program, students will be assigned an advisor from the School Psychology faculty. Each student should meet with the advisor to discuss their Program of Study in School Psychology and review the coursework necessary to complete during the Ed.S. degree. **Changes to the UCF School Psychology Program of Study can only be made during students' first semester of enrollment.**

**UNIVERSITY OF CENTRAL FLORIDA
Educational Specialist in School Psychology
UCF School Psychology Program of Study**

Year	FALL	SPRING	SUMMER
F I R S T	SPS 6601 Intro Sch Psych (3) SPS 6175 Cult Div/Assessment (3) SPS 6608 Seminar in Sch Psych (3) EEX 5051 Exceptional Children (3)	SPS 6194 Assess Sp Needs (3) SPS 6225 Observ Behv Anly (3) ✍ TSL 5085 Teach Lang Min Stu (3) RED 5147 Develop. Reading (3)	SPS 6801 Dev Bases Behavior (3) ✍ EDF 6727 Crit Ana of Soc Ethic (3) SPS 6931 Legal/Eth Issues (3) EDF 6401 Stats Educ Data (3)

Year	FALL	SPRING	SUMMER
S E C O N D	SPS 6191 Ind Psyc-Ed Diag I (4) SPS 6946 Practicum I (3) MHS 6400 Theory Counsel (3) EDF 6481 Fund Grad Research (3)	SPS 6192 Ind Psyc-Ed Diag II (4) SPS 6946 Practicum II (3) MHS 6401 Tech Counseling (3) EDP 6056 Adv Educ Psych (3)	SPS 6206 Psyc-Ed Interv (3) SPS 6125 Inf Dev Assessmnt (3) SPS 6606 Consultation Tech (3) SPS 6703 Devnt Beh & Treatm (3)

Year	FALL	SPRING	
T H I R D	SPS 6909 Research Report I (3) SPS 6948 Sch Psyc Intern I (6)	SPS 6909 Research Report II (3) SPS 6948 Sch Psyc Intern II (6)	

✍ If you are a certified teacher you do NOT need to register for these courses.

Coursework Requirements

The minimum coursework requirement for the Ed.S. is 86 semester credit hours beyond the baccalaureate. Normally, our full-time graduate students enroll in 9-12 hours per semester, with 9 hours being considered full-time and 13 semester hours being the maximum load. A maximum of three courses may be taken as independent study, for a total of no more than 6 semester hours. Independent study courses are handled with the approval of the Program Faculty advisor. The coursework includes courses in professional school psychology, assessment, interventions, educational foundations, psychological foundations, statistics and research, and internship.

Transfer of Credit Hours

The School Psychology Program may allow up to nine semester hours of appropriate graduate credit to be transferred into a Program of Study, however, no undergraduate work is considered to be part of the academic load toward the Ed.S. degree. If a student demonstrates a particular need, specific additional coursework may be recommended. The Program limits the number of courses not open exclusively to graduate students to less than one-third of a student's Program of Study.

Additional Program Requirements

- Achieve a grade of “B” or “S” or better in courses with a prefix of SPS.
- Receive approval from School Psychology faculty at three transition points.
- Complete an electronic portfolio and receive approval by School Psychology faculty.
- Pass a comprehensive examination.
- Pass the Florida Teacher Certification Examination.

Certification and Licensure

Obtaining certification in school psychology requires completing an application process that includes fingerprinting, criminal background check, passing state or national exams, and showing mastery of school psychology standards of practice. Florida also requires certification as a Clinical Educator before practitioners can supervise interns and colleagues. This certification requires three years of practice and completion of a formal state-designed training course.

As a graduate of a NASP-approved School Psychology Program, applicants can receive national certification as a school psychologist from NASP. To obtain Nationally Certified School Psychologist (NCSP) status from NASP, applicants must complete an application, verify supervision, and obtain a passing score on the Praxis II in School Psychology.

In Florida, professionals can be licensed as school psychologists with an Ed.S. degree in school psychology if they have 2-3 years of supervised experience and a passing score on the state designated exam. Professionals must obtain a state license before practicing privately as a school psychologist in Florida. All of these policies are subject to change.

Employment Opportunities

Opportunities for employment as a school psychologist have been excellent in the past and remain that way throughout most of the country. All graduates of the University of Central Florida's School Psychology Program who have sought employment as school psychologists have been successful. Graduates of the Program are employed throughout the United States. Many of our graduates have moved into supervisory and administrative positions at the school district level. Our graduates have been highly recruited.

Most graduates have been employed as school psychologists with local educational agencies. Some are working in teaching hospitals with high-risk neonates and their parent(s), mental health clinics and psychiatric hospitals. Several graduates have served in leadership roles in state professional organizations.

Legal and Ethical Issues

For students enrolled in the School Psychology Program, all class activities must be conducted according to the legal and ethical practices of the American Psychological Association, National Association of School Psychologists, and other relevant professional organizations. Students must immediately seek the input of the instructors if a question or concern arises about the legal or ethical nature of an activity.

FIELD-BASED EXPERIENCES

The School of Psychology Program consists of a systematic and sequential plan of field-based experiences to orient students to educational and other institutions in which they may ultimately serve.

Practica

Two practica courses are required for the Ed.S. degree that provide students with supervised experiences to meet the objectives of acquiring expertise, learning job expectations, and observing assessment and interventions. Practica courses are distinct from and prior to Internship. The Practicum I (SPS 6946) and Practicum II classes are each taken for 3 hours of credit during the first and second semester of the second year. Students are required to schedule a meeting with their advisor, ensure that the annual advisor evaluation is completed, and receive advisor approval before beginning their practica experiences (**see evaluation form on subsequent page**).

Practicum Placement

Students are placed in their practica by the course instructor. Students may be placed in one of several Central Florida school districts. Please be aware every effort was made to assign students to a desired location, but each placement is made in light of the limited number of available sites. Practicum placement procedures vary from site to site. Students must abide by the differing guidelines. All sites should require students to complete a security clearance, which may include, but not be limited to a background screening and fingerprinting.

Time Requirements

Practicum requires completion of a minimum of two full days per month (2 days in September, October, November and one day in December) within a supervised school setting. Students are required to complete a minimum of 52.5 hours of practicum experience during the semester. No more than 15 hours per month will be allocated toward the practicum experience. Students are **not permitted** to complete practicum hours at their place of employment or to complete these hours in conjunction with their employment.

All practica experiences are conducted under the careful supervision of, and are systematically evaluated, by the Program faculty members and site supervisors. Practica experiences are conducted in a manner consistent with the legal and ethical guidelines of NASP. Practica experiences are conducted in settings supportive of the Program objectives, including local education agencies, university clinics and teaching hospitals. Other experiences may be available to students such as the Counselor Education Clinic, the Creative School for Children on campus, the Communicative Disorders Clinic, and centers in the Orlando area serving special needs children.

Professional Liability Insurance

All school psychology students are encouraged to carry professional liability insurance (obtainable through NASP). All students are expected to demonstrate professional conduct. In addition, students are required to abide by the Ethical Standards of the NASP. Students must also follow all rules and regulations of the school and school district where his or her practicum will be completed. Students will be held to the University of Central Florida's rules governing student conduct.



**UCF SCHOOL PSYCHOLOGY PROGRAM
MULTIFACTOR PRACTICUM TRANSITION EVALUATION FORM**

Student's Name _____

Faculty Advisor _____

School Psychology Program faculty members use multiple factors to evaluate a student's progress in the Program. Prior to beginning the practicum experience, students must demonstrate developing competencies on Florida Educator Accomplished Practices (FEAP) and NASP standards via their program portfolio, course audit, and Grade Point Average (GPA). An evaluation of the student's progress through the UCF School Psychology Program course of study will be completed. Annually, during their Program of Study, each student must meet with their faculty advisor. The advisor will indicate whether the student has demonstrated adequate evidence of development of FEAP and NASP standard from reviewing their draft portfolio, course audit, and combined GPA.

PROGRESS

____ Student HAS NOT demonstrated adequate annual progress on the FEAP and NASP standards as evidenced by their draft portfolio, course audit, and combined GPA.

____ Student HAS demonstrated adequate annual progress on the FEAP and NASP standards as evidenced by their draft portfolio, course audit, and combined GPA.

PRACTICUM

____ Student MAY NOT begin the practicum experience.

____ Student MAY begin the practicum experience.

Faculty Advisor's Signature

Date

INTERNSHIP

The Internship (SPS 6949) is a 2-semester, 1200-hour Program which allows the student to demonstrate and apply skills acquired during formal coursework and to acquire additional knowledge and skills most appropriately gained in applied settings. It is taken during the third year of the Program. The internship is recognized as the capstone experience and students have usually completed all coursework prior to placement.

At least 600 hours of the internship must occur in a local educational agency. Other settings which are appropriate to the practice of school psychology may be incorporated into the internship experience with the approval of the university supervisor. The placement agency(s) must provide appropriate support for the internship experience, including contract, schedule of appointment, continuing professional development, expense reimbursement, appropriate work environment, release time for supervisors, and commitment to training.

During the internship, the intern works 40 hours per week for a full academic year, under supervision, performing a full range of school psychological services for students in regular and special education, and their parents, teachers, school administrators, etc. The services include but are not limited to, psychoeducational assessment, consultation, intervention, inservice, evaluation and research. All internship activities are conducted in a manner consistent with the legal and ethical guidelines of the profession.

Internship Agreement

Each internship site must accept a formal agreement to provide professional supervision to the UCF school psychology student. The internship is conducted under the supervision and systematic evaluation of a licensed and/or certified school psychologist who is responsible for no more than two interns at a time and provides at least 2 hours of direct supervision per week. University supervisor coordinate the internship and are responsible for no more than 9 interns at a time.

Internship Plan

An internship plan will be developed collaboratively by the intern, internship site, and university-based supervisor based on the relevant needs of each party. The plan must comply with NASP standards and UCF's internship policies and evaluation form. The university-based supervisor provides supervision at the internship site either directly or electronically and at UCF via in-class or individual meetings.

Health Insurance

School psychology students are entirely responsible for any injuries sustained during their practica and internship experiences. School districts and UCF does not provide workers' compensation for students during practica and internship experiences. It is crucial that all students obtain health insurance to cover any potential injuries sustained during field-based experiences.

Applying for Internships

Faculty advisors provide information and support to assist students obtain an internship. Information is usually disseminated during practicum and meetings with the student's faculty advisor. **Obtaining an internship is a competitive process and students are required to interview with select school districts in Florida approved by their faculty advisor.** The school districts select and employ interns at their discretion with the intent of making a good match between the district and the student. The Program typically follows the Internship guidelines developed by the Florida Association of School Psychologists (please see **FASP Internship Standardization Process 2008 on subsequent page**).

Approximately a year before beginning the internship, students are encouraged to consider a number of different school districts with which UCF has a professional relationship. Students should attempt to interview with school districts at the FASP Annual Conference the year before they are scheduled to begin the internship. **All internship placements must be approved by the school psychology faculty.** Normally, internships are not completed at sites outside the state of Florida. Permission to complete an internship outside of Florida may be requested and such permission is based on the intern obtaining approved university-based supervision in the state selected and approval of school psychology faculty.

Generally, students are required to submit the following materials to an internship site to which they are applying: a curriculum vita with a cover letter, a completed application, three letters of recommendation (at least one from school psychology faculty), a writing sample (usually a written psychoeducational report, and college transcripts).

Although not written specifically for school psychology prospective interns, students are strongly encouraged to read relevant sections of the following article to prepare for the interview:

Mellott, R. N., Arden, I. A., & Cho, M. E. (1997). Preparing for internship: Tips for the prospective applicant. *Professional Psychology: Research and Practice*, 2, 190-196.
<http://www.education.wisc.edu/eptc/documents/MellottArdenandCho1997.pdf>

Internship Compensation

At this time, the majority of internship site pay each intern for school psychology services rendered. Unless necessary due to financial exigencies, students are not usually permitted to accept internships in settings that do not offer financial compensation.

Paying for the Internship Courses

Historically, due to the critical shortage of school psychologists in Florida, tuition fee waivers have been granted by the state for a maximum of 12 internship credit hours. The internship course instructor submits the names and identification numbers of UCF interns to UCF College of Education Office of Student Affairs to apply for fee waivers. The fee waivers are contingent on the internship occurring in a public school district in Florida and the student receiving site-based supervision from a state certified school psychologist. It is important to note that this fee waiver policy is subject to change without notice.

FASP INTERNSHIP STANDARDIZATION PROCESS 2008

For the last three years, the Florida Association of School Psychologists (FASP) has recommended guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. The success of this process depends upon the cooperation of the districts which offer internship training Programs as well as the faculty and students in school psychology training Programs. Feedback from the FASP annual conference was gathered resulting in minor modifications of the guidelines. The results of this dialogue are as follows:

January '08	Prospective interns submit applications to the districts no later than January 31 st
February '08	District representatives interview prospective interns no later than February 29 th
March '08	Match Process

Monday, March 3rd 2008 Call Day I

Supervisors of Psychological Services (or their designees) will offer positions to prospective interns via telephone call no earlier than 8:00 a.m., and no later than 10:00 a.m., Eastern Standard Time, Monday, March 3rd, 2008.

Students who have been offered an internship slot have until 3:30 p.m. on March 3rd to notify the district(s) of their decision to accept or to decline an offer. If a student fails to notify the district of their decision at this time, they will forfeit their offer.

Tuesday, March 4th and Wednesday, March 5th 2008 Call Days II & III

Supervisors of Psychological Services (or their designees) will repeat the process as specified above until all positions have been filled. On each day, students will have until 3:30 p.m. to accept or decline the offer(s). Failure to notify the district making the offer by that time will constitute a forfeit of the offer.

Thursday, March 6th, 2008

Districts that have not secured interns for all available internship slots by Thursday March, 6th, 2008 may advertise those openings via the FASP Trainer's listserv by emailing this information to Sarah Valley-Gray (via FASP Website). Students who have not yet accepted an internship will be encouraged to apply to those districts that have remaining openings.

We thank you very much for your participation in and adherence to this process, and we look forward to receiving your feedback following the implementation of the above guidelines. Please confirm your receipt of this email and your intention to comply with the proposed guidelines by emailing Mary Alice Myers at mmyers@volusia.k.12.fl.us if you are a district supervisor and Sarah Valley-Gray (via FASP Website), if you are university supervisor.

UCF Transition to Internship

Effective Fall 2009, all graduate-level, state-approved and NCATE accredited programs will use LiveText in this manner. Data collected in LiveText will consist primarily of those key formative and summative assessments documented in programs' curriculum and assessment maps, which were submitted to the Florida Department of Education in August 2008.

All students admitted to these programs for Fall 2009 or later terms will be required to purchase LiveText as a program requirement. Information for students, faculty, and staff regarding LiveText requirements specific to our college are available on our college Web site at <http://education.ucf.edu/livetext>.

LiveText Training

If you are in need of LiveText training contact the College of Education Technology Office so you are able to post all documents by May 8.

Prior to beginning the internship, UCF school psychology student must complete an electronic portfolio. Students typically use the Livetext software to complete the portfolio.

1. Have all Portfolio documents uploaded into LiveText by May 8 of the current year
2. Obtain a printout of your Course Audit with grades posted THROUGH the current spring semester
3. Meet with your advisor, at this meeting you will need:
 - i. To have all Portfolio documents uploaded into LiveText by May 8 of the current year
 - ii. Provide your advisor with your Course Audit with grades posted THROUGH the current spring semester
 - iii. Provide to your advisor a completed **Transition to Internship Form (see next page)**, with the exception of your Advisor's signature
4. After obtaining your advisor's signature you will need to complete the following, prior to starting your internship:
 - i. Post the signed Transition to Internship form into LiveText by July 31
 - ii. Post all portfolio documents from your summer courses into LiveText by July 31
5. There is a difference between Submitting and Attaching into LiveText
 - a. **Submit** Word Documents into LiveText
 - b. **Attach** PDF and PowerPoint into LiveText
 - c. Again, **submit** INTO LiveText ALL Word Documents- only **attach** PDF and PowerPoint, do not use any other format
6. If given a choice, **submit** a Word Document rather than **attach** another format



**UCF SCHOOL PSYCHOLOGY PROGRAM
MULTIFACTOR INTERNSHIP TRANSITION EVALUATION FORM**

Student Name _____

Faculty Advisor _____

School Psychology Program faculty members use multiple factors to evaluate a student's progress in the Program. Prior to beginning the internship experience, students must demonstrate developing competencies on Florida Educator Accomplished Practices (FEAP) and NASP standards via their program portfolio, course audit, and Grade Point Average (GPA). An evaluation of the student's progress through the UCF School Psychology Program course of study will be completed. Annually, during their Program of Study, each student must meet with their faculty advisor. The advisor will indicate whether the student has demonstrated adequate evidence of development of FEAP and NASP standards from reviewing their draft portfolio, course audit, and combined GPA.

PROGRESS

____ Student HAS NOT demonstrated adequate annual progress on the FEAP and NASP standards as evidenced by their draft portfolio, course audit, and combined GPA.

____ Student HAS demonstrated adequate annual progress on the FEAP and NASP standards as evidenced by their draft portfolio, course audit, and combined GPA.

INTERNSHIP

____ Student MAY NOT begin the Internship experience.

____ Student MAY begin the Internship experience.

Faculty Advisor's Signature

Date

School Psychology Program

Student Support Services

The faculty of the University of Central Florida School Psychology Program as representatives of the mental health profession strongly believe that students, in order to achieve a successful training, must operate in a low stress environment that is conducive to maximize their individual potential. Therefore, the following support services are available:

RECRUITMENT

Recruitment of potential school psychology students has been established internally and externally.

Internal – Faculty of the College of Education and the Department of Psychology identify and approach undergraduate students who in their professional judgement possess the academic, moral and ethic standards required by the Program.

External – Alumni from our Program have taken it upon themselves to identify and approach educators who have proven to possess the above mentioned characteristics.

INFORMATION

Since the School of Psychology Program has limited enrollment, periodic orientation sessions are conducted to inform interested students about the Program, requirements and expectations.

ADMISSION

The UCF Office of Graduate Studies and the School Psychology Program work in a collaborative fashion to facilitate the paperwork that normally occurs at this level. The Office of Graduate Students has developed an “admission packet” that is informative and easy to complete.

ADVISEMENT

Students are periodically advised of course offerings, place and time. Files are updated and reviewed each semester. Office hours are indicated in course outlines and strictly adhered to. Appointments are also available throughout the entire semester. Quite often, past graduates contact our office in regard to available courses for recertification.

COUNSELING

School Psychology faculty offer psychological counsel such as personal and family matters, as well as financial advisement through scholarships and graduate assistantships. This service is provided upon request and conducted in the strictest confidence and under the ethical guidelines required by the profession.

CONSULTATION

Faculty are available to consult graduates who might need assistance during their transition into the profession and subsequent professional practice.

PEER NETWORKING

Students are encouraged to become active members of the National Association of School Psychologists (NASP), and the Florida Association of School Psychologists (FASP). With student's consent, a directory is created and provided to them with the names, addresses, telephone numbers, and e-mails (if available) of students in training in order to request and receive peer support and establish professional relationships.

JOB PLACEMENT

During the student's last semester, a letter is e-mailed to all Florida School District of Psychological Services introducing the graduating class and inviting them to contact graduates if suitable positions become available in their school districts. Information related to their training is also included. Faculty members are available to write personal letters of recommendation on behalf of the graduate to prospective employers.

FOLLOW-UP

The School Psychologist Program retains information of our alumni back to the 1987 graduating class. They are encouraged to notify our office of any changes.

School Psychology Program Outline of Courses

The School Psychology Ed.S. degree requires a minimum of 86 credit hours beyond the bachelor's degree, as well as a comprehensive examination at the completion of study. "SPS" courses are only open to students in the School Psychology Program.

Prerequisites or Co-requisites (Department of Education Certification): 6 Credit Hours

- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
Teaching K-12 limited English proficient (LEP) students. Florida standards regarding cross-cultural communication, ESOL curriculum, and materials, ESOL methodology, testing and evaluation of ESOL students, applied linguistics.
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours) or EDF 6608 Social Factors in American Education (3 credit hours)
Analysis of critical issues in education including social, ethical, legal, and safety concerns which impact the quality of education.

Psychological and Educational Foundations: 12 Credit Hours

- EDF 6401 Statistics for Educational Data (3 credit hours)
Design of educational evaluation; analysis of data, descriptive and inferential statistics, interpretation of results.
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
Review and critique of research literature, use of library resources for educational research, and introduction to the concepts of research design and data analysis.
- EEX 5051 Exceptional Children in the Schools (3 credit hours)
Characteristics, definitions, educational problems, and appropriate educational programs for the exceptional children in schools.
- EDP 6056 Advanced Educational Psychology (3 credit hours)
Principles of educational psychology for teaching, intervention, and educational services in schools.

Intervention: 24 Credit Hours

- SPS 6601 Introduction to Psychological Services in Schools (3 credit hours)
A course presenting an overview of the philosophy, organization, programs, and operation of school psychological services.
- SPS 6608 Seminar in School Psychology (3 credit hours)
Diagnostic, instructional, and prescriptive intervention techniques.
- SPS 6801 Developmental Basis of Diverse Behaviors (3 credit hours)
The major social and educational policy concerns posed by developmental and cultural diversity in our society, with implications for teaching, learning and intervention.
- SPS 6206 Psychoeducational Interventions (3 credit hours)
This course will enable school psychology students to develop and apply systematic, evidence-based problem-solving strategies to prevent and intervene with students' academic problems.
- SPS 6225 Behavioral & Observational Analysis of Classroom Interaction in Schools (3 credit hours)
An intensive review of the principles and procedures of applied behavioral and observational analysis and assessment as they relate to changing behavior in schools.
- SPS 6703 Child and Adolescent Deviant Behavior and Treatment (3 credit hours)
Behavior disorders in school-age children and adolescents as classified in current terminology, and a review of treatment options such as therapy and medication.
- SPS 6931 Ethical and Legal Issues in School Psychological Services (3 credit hours)
Introduction to ethical codes, professional standards, ethical-legal decision-making models and case studies impacting the delivery of school psychological services.

- RED 5147 Developmental Reading (3 credit hours)
Principles, procedures, organization, and current practices in the elementary reading program. Materials and methods of instruction.

Consultation and Counseling: 9 Credit Hours

- SPS 6606 School Consultation Techniques (3 credit hours)
Theories and models of school consultation and clinical practice in the consultative role.
- MHS 6400 Theories of Counseling and Personality (3 credit hours)
Major theories and approaches to counseling, correlating them with counterpart theories of personality and learning.
- MHS 6401 Techniques of Counseling (3 credit hours)
The nature of counseling and its relationships to theoretical concepts.

Assessment: 17 – Credit Hours

- SPS 6191 Individual Psychoeducational Diagnosis I (4 credit hours)
Measurement of achievement and cognitive functioning of children and adults. Administration, scoring, and interpretation of contemporary iterations of achievement and processing measures used in school psychology.
- SPS 6192 Individual Psychoeducational Diagnosis II (4 credit hours)
Measurement of intellectual and cognitive functioning of children and adults. Administration, scoring, and interpretation of contemporary iterations of IQ measures used in school psychology.
- SPS 6125 Infant Development Assessment (3 credit hours)
Analysis of test theory and practice in administration, scoring, and interpretation of instruments assessing cognitive, visual-motor ability and adaptive behavior to pre- and primary school children.
- SPS 6194 Assessment of Special Needs (3 credit hours)
Measurement of social, behavioral, and emotional functioning in children and adolescents.
- SPS 6175 Cultural Diversity and Nonbiased Assessment (3 credit hours)
An investigation of some of the major multicultural issues with emphasis on administration, scoring, and interpretation of instruments related to this population.

Research Activities: 6 Credit Hours

- SPS 6909 Research Report I and II (6 credit hours)
The purpose of this task is to demonstrate students' critical skills around specific topics in applied school psychology.

Practicum and Internship: 18 Credit Hours

- SPS 6946 Practicum in School Psychology I (3 credit hours)
Provides each student with an orientation to public schools and experiences which broadly sample the spectrum of psychoeducational assessment and interventions for practicing school psychologists.
- SPS 6946 Practicum in School Psychology II (3 credit hours)
Provides each student with an orientation to public schools and experiences which broadly sample the spectrum of psychoeducational assessment and interventions for practicing school psychologists.
- SPS 6948 School Psychology Internship I and II (12 credit hours)
Supervised placement in school settings.

Equipment and Materials Fees

Students in the School Psychology EdS program pay a \$90 equipment fee each semester that they are enrolled. Students also pay an materials fee for protocols used in each assessment course.

Independent Learning

A practicum and research report are required as the culminating independent learning experience.

PROFESSIONAL ORGANIZATIONS

Student Association of School Psychology

All students are encouraged to join and actively participate in the Student Association of School Psychology. The UCF Student Association of School Psychology is comprised of graduate students in the School Psychology Specialist Program.

The purpose of SASP is to:

- Promote the field of School Psychology in the community.
- Provide links between students and faculty in the program.
- Represent students' needs and interests regarding their academic programs and pursuits.
- Organize academic, social and community service events for current members.

Other Professional Organizations

Membership in professional organizations is expected of professionals who wish to be viewed as competent and committed to their discipline. Our students and graduates often hold membership in one or more professional organizations. Generally, students and graduates of the Program Florida hold membership in the Florida Association of School Psychology (FASP) and the National Association of School Psychology (NASP). Thus, you are encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings. Faculty members have or presently hold offices in some of these associations. Membership application forms for these organizations are available on their websites and links are available on the UCF Program website.

EVALUATION OF STUDENT PROGRESS

Students Rights and Responsibilities

The UCF “Golden Rule Handbook” defines students’ rights and responsibilities, student judicial process, academic behavior, grade appeals, and other important issues related to student conduct. Please access the Handbook at <http://www.goldenrule.sdes.ucf.edu/>.

Full-time Program

The UCF School Psychology Program is a full-time program and students are expected to enroll as full-time graduate students taking the sequence of courses required by the Program and deemed necessary by the faculty advisor. Students are also required to remain continuously enrolled in Program courses until they earn their Ed.S. degree. Failure to remain continuously enrolled will result in dismissal from the Program. Student may request a leave of absence from the Program for a period of up to one calendar year. The request must be submitted to the Program Coordinator using a form obtained from the College of Education Office of Student Affairs.

Progress through the Program

Your progress through the program is based on the sequence of courses and your individual achievement. Progress through the program will be less stressful if you remember the following guidelines:

- Have a thorough knowledge and understanding of the requirements of the Program as outlined in the School Psychology Handbook and Website.
- Become familiar with University policies/procedures for graduate students.
- Know your advisor. Personally meet with your advisor early in your course work.
- Because this program is competency-based, challenging coursework frequently requires students to cope with personal and professional demands, both situational and developmental in nature. Some courses will allow students the opportunity of taking psychological tests in order to learn how to interpret them. Others will contain small group activities that may foster self-disclosure. These tests and experiences are considered to be an integral part of the total growth process for students in the mental health professions. Therefore, students are strongly encouraged to take part in these experiences as training components of the program. If concerns arise regarding these experiences, seek the counsel of your advisor. If personal and professional stressors occur during such in-class experiences that students feel a need to explore more fully, it is recommended that they seek counseling at the University Counseling and Testing Center.

Annual Student Evaluation

The Program employs a multifactor evaluation model of continuous learning to ensure that all students develop the competencies to practice capably as school psychologists. Students are evaluated prior to entering the Program via all application materials and an individual interview. During coursework, students are evaluated with exams, reflection papers, presentations, reports, DVD taping, case studies, role playing, and their Program portfolio. Annual evaluation forms are completed by the faculty advisor prior to the student being permitted to begin practica and internship experiences. University and field-based supervisors complete formal formative and summative evaluations during and at the culmination of these field-based experiences. Students are also expected to be reflective practitioners and engage in annual self-appraisals of their progress in the Program.

UCF Comprehensive Examinations

School psychology students must demonstrate competence in their major field. The school psychology major comprehensive exam is taken after the completion of coursework and with the approval of the student's advisor. The exam is administered once each spring semester and students must register to take the exam at least three weeks prior to the exam date. The exam consists of a series of written, essay questions covering the required coursework in the Ed.S. Program. Questions are prepared by faculty in the areas in which required courses are taken. The examination is administered over a 1-day period. The comprehensive examination may be taken only twice. The 3-hour written examination is divided into eight domains: (1) statistics and research design; (2) psychoeducational assessment and intervention; (3) consultation practices; (4) human exceptionalities; (5) cross-cultural diversity; (6) professional issues and standards; (7) learning/cognitive/behavioral theories; and (8) counseling, theories and practices.

Research Report

Each student in the School Psychology Program is required to conduct an empirical research study and write a research report for six-(6) credit hours – 3 in the Fall and 3 in the Spring. Students must strive to design and conduct a study and write a report that is of publishable quality. **The research report must be an original contribution, action research, secondary data analysis, or replication research judged acceptable by the instructor.** The research report can involve an intervention component using a small case design. This study should employ a novel or understudied topic. Students are required to include figures containing baseline, charts, graphs, and intervention data. The intervention may involve behavior, curriculum-based interventions, curricula development or other projects approved by the professor. Every effort is made to insure that this experience is a positive and productive learning activity.

School Psychology Certification and Licensure Examinations

The State of Florida requires school psychology students to pass the Florida Teacher Certification Exam (FTCE) in order to obtain a degree in school psychology. All students in state-approved educator preparation programs are required to pass all relevant sections of the FTCE. For school psychology those sections are: General Knowledge, Professional Education, and the Subject Area Exam in School Psychology. All UCF school psychology students are required to take and pass the FTCE, even if they intend to practice privately or outside the state of Florida.

The Program also strongly encourages all students to take and pass the PRAXIS II exam in School Psychology. This exam is administered by the Educational Testing Service (ETS). Passing the exam satisfies one criterion used by the National School Psychology Certification Board to become a Nationally

Certified School Psychologist (NCSP). The state of Florida also uses the exam as one criterion for licensure as a school psychologist.

Please access the ETS website for information about the PRAXIS II exam in School Psychology (<http://www.ets.org>). In addition, see below for information about the FTCE.

**FLORIDA TEACHER CERTIFICATION EXAM (FTCE)
GUIDE FOR
UNIVERSITY OF CENTRAL FLORIDA COLLEGE OF EDUCATION STUDENTS**

FTCE website: www.fl.nesinc.com

Please review the following questions and answers to better help you understand the process of registering and taking the Florida Teacher Certification Exam:

Q. What is the Florida Teacher Certification Exam (FTCE)?

A. The FTCE consists of three tests: the General Knowledge Test, the Professional Education Test, and the Subject Area Exam. Passing scores on the General Knowledge Test section of the FTCE are required for admission to state-approved teacher preparation programs. Passing scores on all sections of the FTCE are required for graduation from state-approved teacher preparation programs.

Q. What is the General Knowledge Test (GKT)?

A. The General Knowledge Test is a basic skills test consisting of four subtests. The subtests include the following: Math, English, Reading, and Essay. It is highly recommended that you take this test after successfully completing your general education English Composition and Mathematics classes. Passing scores on the General Knowledge Test section of the FTCE are required for admission to state-approved teacher preparation programs.

Q. What is the Professional Education Test (PEd)?

A. The Professional Education Test consists of 120 multiple choice questions which address the following areas: classroom management, theories, student behavior, basic principles of teaching, child development, knowledge of effective reading strategies, and teaching strategies for all students including ESOL students. It is highly recommended that you take this test after completing your professional preparation courses (EDF 6727, EDP 6056, EEX 5051, TSL 5085, and RED 5147). A passing score on the Professional Education Test section of the FTCE is required for graduation from state-approved teacher preparation programs.

Q. What is the Subject Area Exam (SAE)?

A. The Subject Area Exam is an evaluating tool designed to test you on the content knowledge of your specific major. It is highly recommended that you take this test during Internship II. A passing score on the Subject Area Exam section of the FTCE is required for graduation from state-approved teacher preparation programs (including School Psychology). Please visit the FTCE website to find the subject area exam required for your major.

Q. How do I register for these tests?

A. There are two different methods of testing: paper/pencil based and computer-based. To register for paper/pencil based testing, you may obtain the Certification Examinations for Florida Educators Registration Bulletin in the Office of Student Affairs, ED 110. You may also register online for

paper/pencil based testing by visiting the FTCE website. To register for computer-based testing, you must do so online by visiting the FTCE website.

Q. What is the difference between Regular Administration and Supplemental Administration?

A. A regular administration date is a date when the FTCE is originally administered. You are required to submit your registration application for a regular administration test by the published deadline listed on the FTCE website or registration bulletin. Supplemental administration dates are available for students who need to take a test or tests on an emergency basis. There is an additional fee for supplemental administration dates.

Q. How much do the tests cost?

A. *Regular Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination is \$25.00 each.
 *Late application for a regular administration test is \$40.00 each (\$25.00 regular administration fee plus \$15.00 late fee).
 *Regular Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination via computer based testing is \$75.00 each.
 *Supplemental Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination is \$125.00 each.
 *Supplemental Administration Tests taken in the following combinations, The Subject Area Exam and Professional Education Exam **or** General Knowledge Essay subtest and Professional Education Test, are \$150.00 each.

Q. How much time am I given to complete each test?

A. *The General Knowledge Test testing time is approximately five hours. Arrival time is approximately 8:00am and departure time is approximately 1:15pm. The four subtests of the General Knowledge Test are administered as follows: Essay- 50 minutes, English Language Skills- 40 minutes, Reading- 40 minutes, and Mathematics-100 minutes. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.
 *The Professional Education Test testing time is approximately two and a half hours. Arrival time is usually 1:00pm. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.
 *The Subject Area Exam testing time is approximately two and a half hours excluding the Elementary Education Exam testing time which is approximately six hours. The Subject Area Exam testing time includes a one hour lunch break. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.

Q. Where are the tests administered?

A. The test administration locations can be found in the registration bulletin. You may also visit the FTCE website to find test administration locations.

Q. What materials do I need to bring with me on the day of the test(s)?

A. The items you are required to bring with you will be listed on the admission ticket which you will receive in the mail approximately one week before the test(s). You will need to bring your admission ticket, two valid forms of identification, several sharpened #2 pencils, and a blue or black ink pen if you are taking the essay subtest of the General Knowledge Test.

Q. When will I receive my test scores?

A. *If you take a regular administration exam, you will receive your official score(s) in the mail in approximately four weeks.

*If you take a regular administration exam via computer based testing, you will see your **UNOFFICIAL** score(s) immediately after completing the test. **This pass/ fail status cannot be used to satisfy your admission and/or graduation requirement(s) for the UCF College of Education.** You will receive your official score(s) in the mail in approximately two weeks.

*If you take a supplemental administration exam, you will receive your official score(s) in the mail in approximately two weeks. You may also visit the FTCE website and check your pass/fail status approximately thirty days after you have taken the test. **This pass/ fail status cannot be used to satisfy your admission and/or graduation requirement(s) for the UCF College of Education.**

A copy of the official score report must be submitted to the Office of Student Affairs, ED 110, fax (407) 823-3852.

Still have questions about the Florida Teacher Certification Exam?

Contact the College of Education Office of Student Affairs:

Location: ED 110

Office hours: Monday and Thursday: 8-6PM
Tuesday, Wednesday, and Friday: 8-5PM

Phone: 407/823-3723

Email: edstudserv@mail.ucf.edu

DISMISSALS FROM THE PROGRAM

As professionals who adhere to the ethical standards of the profession, faculty members are committed to an on-going screening process designed to assist students with stressors that may interfere significantly with their progress in the program. The process is designed to be positive and to assist students through in their progress through the Program. However, students may be occasionally dismissed from the Program. This process is described next.

Reasons for Dismissal

It is the general policy of the School Psychology Program to recommend to the Graduate Dean that students who have earned more than two grades of “C+” or lower be dismissed from the Program. In addition, students who do not earn grades of “B” or better (“B-“ is not considered better than a “B”) or “S” in courses with an SPS prefix will be required to repeat the course. Students who repeat a course with an SPS prefix and do not earn grades of “B” or better (“B-“ is not considered better than a “B”) or “S” may be recommended for dismissal from the Program.

Students may also be dismissed for overt violations of the current NASP/APA Ethical Codes and Standards of Practice. Students may be dismissed as "personnel unsuitable for the profession." Examples of behavior, which would lead the faculty to professionally judge a student as “personnel unsuitable for the profession”, include but are not limited to the following:

- Consistent inability to assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation
- Consistent inability to recognize personal boundary/power issues that inhibit or prevent the student from learning appropriate professional behavior skills
- Consistent inability to work collegially as a team member
- Consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the student's self-understanding, self-analysis skills and interpersonal skills

Process and Procedures

1. The faculty will routinely evaluate all students. Students will be evaluated on academic, clinical, professional, and interpersonal functioning.
2. A faculty member who is concerned about the behavior or performance of a student will confer with the student’s advisor and the Program Coordinator.
3. The School Psychology faculty will meet to review the student’s progress and discuss the concerns of the reporting faculty member.
4. From of the discussion, three options will be considered:
 - a. No recommendations are made to the student
 - b. Student is recommended for remediation (to be determined by the faculty)
 - c. Student is recommended for dismissal from the program.

5. If options “b” or “c” are selected, a meeting will be scheduled with the student. This meeting usually includes select faculty members and the student's advisor. Faculty's concerns and recommendations are clearly explained to the student. The student will be allowed to discuss his/her thoughts, feeling, and reactions.
6. Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. Failure of remediation may result in dismissal from the program. (This constitutes "due process" - the student is advised of his/her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)
7. If the decision is for dismissal, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision. The student will be offered an opportunity to facilitate his/her change into another more appropriate area through career counseling available at the UCF Counseling & Testing Center (<http://www.counseling.sdes.ucf.edu>).
8. The committee and/or the student are free to consult with other faculty, supervisors, professionals, or an attorney to assist in making an objective, informed decision.
9. Results of all meetings and consultations will be documented and kept in the student's confidential file.
10. The student may choose to comply with recommendations or use the appeals process already in place at the university.

Appeals Process

Students may appeal grades or dismissal from the Program by following the "Appeals Within the Disciplinary Process" section of UCF's "The Golden Rule - a handbook for students".

Approximate Student Timeline UCF School Psychology Program

First Year

Early March:	Accept admission into the Program
Middle of May:	Register for Fall & Spring courses
August:	Attend UCF graduate school orientation
End of August:	Begin Fall classes
End of August:	Complete School Psychology Program, Student Directory Form
September:	Meet with your assigned advisor
January:	Begin Spring classes
March:	Register for Summer, Fall, & Spring courses
May:	Begin working on Program portfolio in Livetext – reviewed by your advisor
Middle of May:	Begin Summer classes
June:	Meet with advisor to complete annual evaluation and Transition to Practicum Form

Second Year

End of August:	Begin Fall classes
September:	Meet with your assigned advisor – discuss internship sites and application Process
January:	Begin Spring classes
Early January:	Submit completed internship application to 3-4 school districts
February:	Interview for internships
March:	Accept internship offer in consultation with advisor
May:	Complete draft Program portfolio in Livetext – evaluated by your advisor
June:	Meet with advisor to complete annual evaluation and Transition to Internship Form

Third Year

July:	Obtain a signed UCF School Psychology Internship Plan Form from the Program Coordinator (see Appendix A for a sample form)
July:	Provide Program Coordinator with the completed UCF School Psychology Internship Plan Form (i.e., the agreement signed by you and the district representative)
July/August:	Begin internship
September:	Provide internship instructor with information about field-based internship supervisors (Fall Term) – fee waiver voucher forms for the supervisors
October:	Provide university-based internship supervisor with signed Internship Agreement by you and the district
November:	Apply for graduation – completed form needed
November:	Apply to take the comprehensive exam – completed form needed
January:	Provide internship instructor with information about field-based internship supervisors (Spring Term) – fee waiver voucher forms for the supervisors
March:	Take and pass Program comprehensive exam
April:	Take and pass FTCE and Praxis II
Middle of April:	Complete Program portfolio in Livetext – evaluated by your advisor
May:	Graduate!

Program Accountability

The UCF School Psychology Program faculty are committed to ensuring exceptional training for graduate students. The Program is designed to meet Florida DOE Educator Accomplished Practices (see Appendix B) and NASP Standards (see Appendix C). Based upon NASP Standards and Florida DOE Educator Accomplished Practices, the Program is continuously evaluated using a comprehensive system of assessment, accountability, and program development.

Program evaluation data are obtained in multiple ways including accessing external and internal sources. These data are compiled, examined, and evaluated periodically. Data obtained from external sources emphasize summative information to assist in the appraisal of Program quality and student competencies. Some of the external sources are as follows:

- a. National Association of School Psychologists (NASP)
- b. National Council for Accreditation of Teacher Education (NCATE)
- c. Florida Teacher Certification Examination
- d. Florida Department of Education
- e. Survey of Interns (Exit)
- f. Surveys of alumni
- g. Surveys of intern supervisors
- h. Survey of administrators supervising UCF alumni

Data obtained from internal sources that assist in Program evaluation are both summative and formative and include information regarding student competencies and Program design and structure. Some of the internal sources are as follows:

- a. Student Perception of courses and instructors
- b. Student research reports
- c. Practica prevention and intervention cases
- d. Student Practica and Internship logs
- e. Formative and summative evaluations of interns
- f. Student transcripts
- g. Student portfolio reviews
- h. Student evaluation of internship
- i. Comprehensive examination

These data are analyzed during meetings with Program faculty and decisions are made regarding the findings and areas of modification. Modifications have resulted in **(1)** additions to course content (e.g., RtI concepts, FAA concepts, progress monitoring concepts, and positive youth development concepts), **(2)** changes in faculty course assignments (e.g., SPS 6191 and SPS 6192), **(3)** addition of courses (e.g., TSL 5085, EDF 6727), **(4)** a complete revision and expansion of the Program Handbook, **(5)** adding a student orientation regarding graduation criteria including taking and passing the FTCE, **(6)** additions to Program requirements (e.g., adding the FTCE as a graduation requirement and requiring an electronic Student Portfolio), and **(7)** a complete revision and redesign of the School Psychology Internship Contract with School Districts.

Appendix A



University of Central Florida School Psychology Program School Psychology Internship Plan

The School Psychology Internship Plan is designed to meet the National Association of School Psychologists Standards for Training and Field Placement, Section III, Field Experiences/Internship, 3.2 which reads as follows:

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

Identification of terms

1. **UCF:** University of Central Florida School Psychology Program
2. **Intern:** UCF School Psychology student enrolled in an internship
3. **District:** School District in which the Intern is completing the internship experience
4. **District Representative:** District-based certified school psychologist responsible for the integrity and quality of the District-based internship experience
5. **Intern Supervisor:** District-based certified school psychologist responsible for the direct supervision of the Intern

The District agrees to:

- A. Provide a sequence of experiences designed to enhance the Intern’s professional attitudes, responsibility, communication skills, critical judgment, and technical skills
- B. Provide an internship training experience consisting of a minimum of 1,200 hours
- C. Designate a District Representative who will be responsible for the integrity and quality of the District-based internship experience
- D. Identify an Intern Supervisor who will provide the Intern with a minimum of two hours per week of direct supervision
- E. Allocate at least 20% of the Intern’s time to direct client services to include intervention and consultation
- F. Allow the Intern to spend up to 2.5% of his or her time in research activities
- G. Designate a title such as intern, resident, fellow, or other designation of the Intern’s trainee status
- H. Assure that reports by the Intern are co-signed by the Intern Supervisor
- I. Provide UCF with completed evaluations of the Intern’s progress at mid-semester and summative evaluations at the end-of semester using the UCF Intern Evaluation Form
- J. Provide appropriate documentation of the Intern’s successful completion of the 1,200-hour internship experience
- K. Inform UCF of changes in the District’s policy, procedures, or staffing that may affect the internship experience
- L. Immediately notify UCF of any concerns regarding the Intern’s performance
- M. At the request of UCF, withdraw from employment any Intern whose university-based performance is unsatisfactory
- N. Provide the Intern with a written statement identifying salary, insurance, reimbursement, or other benefits as applicable

UCF agrees to:

- A. Ensure the Intern completed all pre-internship coursework and is in good standing at UCF
- B. Notify the District Representative of any change in the Intern’s status prior to the start of the internship experience
- C. Provide a UCF Internship Supervisor who shall maintain an ongoing relationship with the Intern Supervisor and District Representative

- D. Allow the District to withdraw any Intern from employment whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the District

It is mutually agreed:

- A. The Intern shall function within the policies of the District
- B. The School Psychology Internship Plan shall remain in effect and is subject to review or revision at the request of either party
- C. The District has the right to reject any Intern candidate who, in the District’s sole discretion, did not successfully pass a security clearance
- D. In accordance with the requirements of Section 1012.32, Florida Statutes, the Intern shall be required to undergo background screening in accordance with the policies and procedures of the District. Such background screening shall be at the Intern’s expense and must be completed prior to the start of the internship experience

This agreement will be in effect from July 1, 2008 indefinitely until either party gives 30 days notice of their intent to terminate this agreement. Signatures indicate agreement with the UCF Internship Plan:

UCF Coordinator	Date
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UCF Coordinator’s E-mail address	Phone Number
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District Representative	Date
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District Representative’s E-mail address	Phone Number
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UCF Intern	Date
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Appendix B

6A-5.065 THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The twelve essential practices of effective teaching are:

(1) Accomplished Practice One – Assessment.

(a) Accomplished level. The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

(b) Professional level. The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.

(c) Preprofessional level. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

(2) Accomplished Practice Two – Communication.

(a) Accomplished level. The accomplished teacher uses effective communication techniques with students and all other stakeholders.

(b) Professional level. The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. This teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

(c) Preprofessional level. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

(3) Accomplished Practice Three – Continuous Improvement.

(a) Accomplished level. The accomplished teacher engages in continuous professional quality improvement for self and school.

(b) Professional level. The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

(c) Preprofessional level. The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

(4) Accomplished Practice Four – Critical Thinking.

(a) Accomplished level. The accomplished teacher uses appropriate techniques and strategies which

promote and enhance critical, creative, and evaluative thinking capabilities of students.

(b) Professional level. The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.

(c) Preprofessional level. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

(5) Accomplished Practice Five – Diversity.

(a) Accomplished level. The accomplished teacher uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

(b) Professional level. The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and support.

(c) Preprofessional level. The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

(6) Accomplished Practice Six – Ethics.

(a) Accomplished level. The accomplished teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(b) Professional level. The professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(c) Preprofessional level. The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(7) Accomplished Practice Seven – Human Development and Learning.

(a) Accomplished level. The accomplished teacher uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

(b) Professional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

(c) Preprofessional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

(8) Accomplished Practice Eight – Knowledge of Subject Matter.

(a) Accomplished level. The accomplished teacher demonstrates knowledge and understanding of the subject matter.

(b) Professional level. The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real world integrated settings. The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher’s repertoire of teaching skills includes a variety of means

to assist student acquisition of new knowledge.

(c) Preprofessional level. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

(9) Accomplished Practice Nine – Learning Environments.

(a) Accomplished level. The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

(b) Professional level. The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.

(c) Preprofessional level. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

(10) Accomplished Practice Ten – Planning.

(a) Accomplished level. The accomplished teacher plans, implements, and evaluates effective instruction in a variety of learning environments.

(b) Professional level. The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas, and plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources including feedback, interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

(c) Preprofessional level. The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/ his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

(11) Accomplished Practice Eleven – Role of the Teacher.

(a) Accomplished level. The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

(b) Professional level. The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

(c) Preprofessional level. The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

(12) Accomplished Practice Twelve – Technology.

(a) Accomplished level. The accomplished teacher uses appropriate technology in teaching and learning processes.

(b) Professional level. The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

(c) Preprofessional level. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Specific Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98.

Appendix C

NASP DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and Standards for Training and Field Placement Programs in School Psychology should be fully integrated into graduate level curricula, practica, and internship.

Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Effective Instruction and Development of Cognitive/Academic Skills:

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Socialization and Development of Life Skills:

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, Standards for Training and Field Placement Programs in School Psychology 16 affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Student Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills

needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

School and Systems Organization, Policy Development, and Climate:

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Prevention, Crisis Intervention, and Mental Health:

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

Home/School/Community Collaboration:

School psychologists have knowledge of family systems, including Standards for Training and Field Placement Programs in School Psychology **17** family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Research and Program Evaluation:

School psychologists have knowledge of research, statistics, and evaluation methods.

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

School Psychology Practice and Development:

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Information Technology:

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.