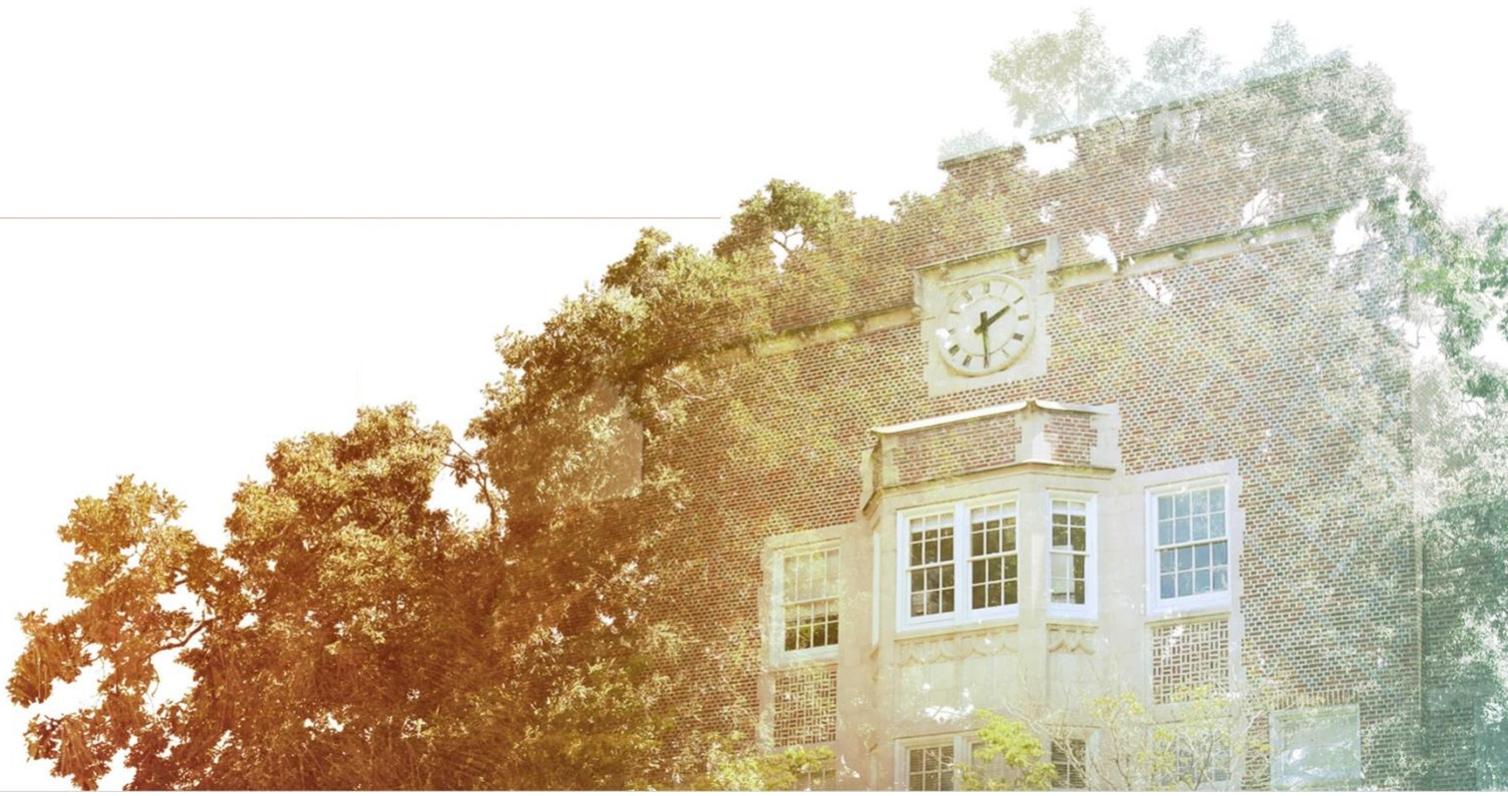# NAVIGATING THE SWAMP

A Graduate Student Guide to the School of Special Education, School Psychology, and Early Childhood Studies

SCHOOL PSYCHOLOGY PROGRAM

EDUCATION SPECIALIST (EdS)

HANDBOOK

2023-2024

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TABLE OF CONTENTS

TABLE OF CONTENTS
(Continued)

INTRODUCTION

Welcome to the School Psychology Program (SPP) at the University of Florida! We are delighted that you have chosen the University of Florida as the institution from which to obtain an advanced graduate degree in School Psychology. For many of you, this will be your first introduction to graduate studies. Before long, you will notice three main differences between your undergraduate experience and your experience in graduate school.

First, you will notice that academics are taken more seriously in graduate school. Students generally discover that they are among peers with both high ability and a commitment to academics. There is more course content to be mastered within a given time period, and more individual study time is required in preparing adequately for course and practicum assignments. In addition, there is an expectation that each student become involved in collaborative and independent research.

Second, you will notice that graduate students receive individual attention and support from departmental faculty and staff. A small number of students enter graduate school; hence the student/faculty ratio is smaller. Faculty take a personal interest in their students' academic and professional development. Graduate students are encouraged to meet with faculty members, get to know them, and develop mentoring relationships and professional partnerships. School psychology students matriculate through the program with a closely knit cohort of their peers. Students are encouraged to develop professional relationships and friendships both within and across cohorts. In addition, there are opportunities for faculty, staff, and graduate students to socialize in more relaxed and informal settings.

Third, you will notice that organizational skills are crucial in graduate school. You will understand the importance of carefully organizing your daily schedule in order to more efficiently maximize your time. This is particularly true for applied professional training programs such as the SPP. From a student's perspective, there may seem to be an endless stream of important assignments and activities related to course work, practicum and assistantships. There are also deadlines of which to be aware; departmental and university forms to fill out; and rules, regulations, and procedures of which to keep abreast. Students are expected to remain informed of important information that affects their professional preparation and future employment.

Our goal as SPP faculty and department support staff is to enable your time with us to be as successful, rewarding, and productive as possible. Toward this end, we have developed this program handbook that you will be continually referring to throughout your time with us.

PURPOSE OF THE PROGRAM HANDBOOK

The Specialist Program Handbook is designed to provide students with information for successful matriculation through their program of studies in the School Psychology Program at the University of Florida. Please find included in the handbook policies and procedures set forth by the Program, the College of Education, and/or the University of Florida Graduate School. Needed information that is not contained in this Handbook can be provided by faculty advisors, the SPP Director, or may be obtained from one of the following sources:

University of Florida Graduate Catalog
http://gradcatalog.ufl.edu

University of Florida Graduate Student Handbook
https://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf

You should become well acquainted with all relevant policies and procedures contained in handbooks and catalogs provided by the Program and the University Graduate School. Please save this SPP Handbook, as a source of reference throughout your graduate study. Keep in mind that this document is intended as a supplement to regular consultation with the SPP Director and a faculty advisor. The University of Florida SPP Handbook is updated on a regular basis.

GENERAL INFORMATION

The program in School Psychology is located within the School of Special Education, School Psychology and Early Childhood Studies (SESPECS) in the UF College of Education. The program leads to an Education Specialist (EdS) or Doctoral (PhD) degree; with an option for a Masters (MAE or MED) degree to be obtained in route to the PhD.

Upon admission to the School Psychology Program (SPP), you are assigned a temporary faculty advisor, who will work closely with you during your first year in the program. Your faculty advisor is responsible for guiding your selection of courses, and along with the SPP Director and Department staff, assisting you with the paperwork and procedures necessary for the administration of your graduate program. Make an effort to get to know your advisor and the entire school psychology faculty as soon as possible. It is expected that you will take the initiative in seeking out your faculty advisor when necessary. Schedule meetings with your advisor to discuss your transition to graduate school, program requirements, professional interests, and future career goals. The SPP expects that your faculty advisor may change as you get to know the faculty and select an advisor that you are both comfortable with and shares your professional interests and goals.

Communication within the program occurs through various means and is designed to enhance your understanding of course and practicum requirements, program policies, changes that occur in the program, and issues such as licensure and certification that effect your future as a school psychologist. A primary means of communication is use of the program list serve and notices that are sent by the Program Director to specific cohort groups via university email. Each August, prior to the beginning of the fall semester, an "All Program" Meeting is held that all enrolled students are required to attend. Additional program meetings are scheduled at the discretion of the Program Director. Each student has a mailbox in the SESPECS office (1801 Norman Hall), and upon entering UF as a graduate student you will also have an email address assigned. Students are advised to check their mailboxes and UF email account on a regular basis. During your graduate study it is important that we maintain an accurate address, telephone number, and university email address for you. These should be given to a staff member in the SESPECS office.

The SPP Committee meets on a monthly basis to plan program activities, discuss needs and issues, review student progress, and engage in short-term and long-term planning. This committee also discusses program policies and procedures in relation to the Department, the College of Education, and the University of Florida Graduate School. In addition to SPP faculty, student representatives are members of the committee. Student representatives, elected by each cohort group, meet with the SPP Committee. Students are urged to share ideas and issues with their student representatives in order to have input into SPP decisions and future planning.

PROGRAM DESCRIPTION

The School Psychology Program (SPP) at the University of Florida prepares school psychologists as scientist-practitioners who, through their services, promote the psychological and academic development of children and youth. Specialist training in the SPP consists of 70 graduate credit hours, including a year-long internship, and leads to the EdS degree. The SPP specialist program is fully accredited by the Florida Department of Education and is approved as a "Nationally Recognized" Program by the Council for the Accreditation of Educator Preparation (CAEP) through the National Association of School Psychologists (NASP).

School Psychology Program Philosophy and Goals

The mission of the University of Florida's School Psychology Program (SPP) is to prepare school psychology practitioners whose activities promote the psychological and educational development and well-being of children and youth. The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between science and practice throughout all academic and professional preparation opportunities. As scientists, students develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. SPP students effectively utilize this body of evolving knowledge to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions; and to evaluate basic and applied research. Program faculty strive to demonstrate that scholarly and applied practice roles are not distinct, and instead are inextricably linked when considering the work of school psychologists across a diverse range of practice settings.

The SPP is committed to preparing future school psychologists to assume professional leadership roles in university, school, and community settings. Across these settings, school psychologists work to ensure positive educational outcomes for all children and youth, and utilize their professional knowledge and skills to function as change agents. School psychologists help others understand and attain their educational, legal, and individual rights and work to promote change at various levels. To fulfill these critical roles, SPP students develop competencies that sustain their ability to provide a comprehensive range of direct and indirect psychological services to children, youth, their families, and educators. This includes competency to use a wide variety of assessment methods; to consult with families, educators, and other professionals; to design and implement direct and indirect interventions tailored to individual and group needs; to develop prevention and other intervention programs that promote

optimal development; and to evaluate the effectiveness of interventions, programs, and other school psychological services.

Professional preparation provided by the SPP is consistent with the program mission, with particular emphasis on the following four characteristics:

Cognitive-Behavioral Orientation. While the SPP exposes students to a range of psychological orientations that are evident in school psychology research, scholarship, and professional practice, emphasis is placed on a cognitive-behavioral orientation. This orientation recognizes the interrelationship of thoughts, feelings, and behavior, and serves as a foundation for much of the program coursework, practica experiences, and program competencies.

Schools as Organizations. The SPP emphasizes schools as a crucial context for educational and psychological development. SPP students develop knowledge, skills, and expertise in understanding children and youth within the schooling process. This is accomplished through extensive practica in school and educational settings, with a goal of using professional knowledge and skills to address needs of individual students and to enhance learning environments and educational opportunities for all students.

Diversity and Individual Differences. The SPP promotes awareness and sensitivity to the individual differences and diverse backgrounds of children, youth, families, and educators who are recipients of school psychological services. Through program experiences and faculty mentoring, students develop knowledge and appreciation for diversity and demonstrate respect and the ability to work effectively with others regardless of race, ethnic origin, gender, ability, economic background, or sexual orientation.

Data-based Decision Making. An organizing theme for the SPP underscores the view of school psychologists as professionals who rely on data-based decision making in all areas of professional practice and development. Through a process of identifying needs, collecting information, intervening and making decisions, and assessing outcomes, school psychologists demonstrate their problem-solving skills and improve their ability to intervene effectively. The program cultivates this professional perspective through required program experiences, faculty mentoring, supervision, and feedback. This framework is viewed as critical to the development of a school psychologist's knowledge and skills while involved in graduate training and as a guide to future professional development as SPP graduates work to expand and improve their knowledge of scholarship and related professional practices.

Competency Areas

The SPP prepares specialist students for the profession of school psychology through a coordinated sequence of coursework; practical experience in applied settings in the context of practica and internship; opportunities to generate new knowledge through research and other forms of scholarship; and personal and professional development through interacting closely with professors, other SPP students, field supervisors, and former program graduates. As a result of these experiences, at the completion of their program, students will demonstrate competency

in assessment, direct interventions, indirect interventions, research, and professional practice.

- Professional Practice Competencies
- Assessment Competencies
- Direct Interventions Competencies
- Indirect Interventions Competencies
- Individual and Cultural Differences
- Research Competencies

A. Professional Practice Competencies
A1. Demonstrates understanding of the major professional issues that influence the profession and practice of psychology, including school psychology.
A2. Displays behaviors and attitudes consistent with state and federal laws, rules, and policies that impact the profession and practice of psychology.
A3. Displays behaviors and attitudes consistent with the Ethical Principles of Psychologists and Code of Conduct.
A4. Demonstrates effective communication and interpersonal skills when interacting with children, families, educators, colleagues, and other professionals.
A5. Responds to supervisory feedback to promote personal and professional development.
A6. Demonstrates understanding of the organization and operation of schools, including systems variables that promote positive learning and behavior in students.

B. Assessment Competencies
B1. Demonstrates applications of fundamental measurement concepts and psychometric issues related to the use and interpretation of assessment results with individuals of varying abilities and from diverse racial/ethnic and linguistic backgrounds.
B2. Demonstrates knowledge of major classification systems and criteria used to diagnose and identify psychological and educational problems.
B3. Demonstrates proficiency in administering, scoring, and interpreting a broad range of methods for assessing cognitive, academic, and social-emotional functioning and adaptive behavior and skills.
B4. Demonstrates proficiency in conceptualizing and conducting comprehensive assessments that address referral questions and are consistent with state and local policy and with legal and ethical guidelines.
B5. Demonstrates proficiency in communicating the results of assessments in written and oral fashion.
B6. Demonstrates proficiency in using assessment results to generate academic and behavioral interventions in school, family, and community settings.

C. Direct Intervention Competencies
C1. Demonstrates proficiency in interviewing children, parents, and teachers for the purposes of information gathering, problem identification and analysis, and problem-solving.
C2. Demonstrates understanding of the reciprocal relationship between child characteristics and

environmental variables and their influence on assessment and direct intervention.

C3. Demonstrates proficiency in observing and recording behavior in classrooms and other settings using a variety of observational methods.

C4. Demonstrates proficiency in using assessment results to generate, implement, and evaluate direct interventions in ways that demonstrate awareness and sensitivity to individual differences and diverse backgrounds.

C5. Demonstrates proficiency in applying various direct interventions, including cognitive-behavioral, counseling, and applied behavioral methods.

C6. Applies a well-grounded theory and scholarship to justify the planning, implementation, and evaluation of direct interventions.

D. Indirect Intervention Competencies

D1. Demonstrates understanding of theory and application of prevention models for the promotion of psychological wellness and educational development.

D2. Demonstrates understanding of organizational and system variables that promote positive educational and psychological outcomes for all students.

D3. Demonstrates understanding of responses to crises as well as consultation models for system-level crisis preparation and response.

D4. Demonstrates proficiency in developing and implementing a program for parents or professionals that addresses the needs of children, youth, and/or their families.

D5. Demonstrates understanding of prominent consultation theories and approaches.

D6. Demonstrates effective consultation skills when working with parents, families, teachers, and other professionals.

D7. Demonstrates proficiency in evaluating the outcomes of indirect interventions.

E. Individual and Cultural Differences

F1. Demonstrates understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves

F2. Demonstrates knowledge of current theory and research as it relates to addressing diversity in all professional activities.

F3. Demonstrates ability to integrate knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

F4. Demonstrates ability to work effectively with individuals from diverse backgrounds.

F. Research Competencies

E1. Demonstrates understanding of fundamental principles of statistics and research used in basic and applied research.

E2. Demonstrates understanding of statistical methods for detecting bias in the assessment of groups from diverse racial/ethnic and linguistic backgrounds.

E3. Demonstrates proficiency in evaluating basic and applied research in school psychology.

PROGRAM RESOURCES

The SPP draws upon four main resources to meet program goals: (a) the UF campus and community, (b) the College of Education, (c) the SPP itself, and (d) students. These resources provide students with the tools and experiences needed to obtain a solid graduate education and specialized preparation for the practice of school psychology. Resources are blended to enhance the general and specific objectives of school psychology students.

UF Campus and Community

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's universities and a member of the Association of American Universities (AAU). Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. Teaching undergraduate and graduate students through the doctorate-is the fundamental purpose of the University. Research and scholarship are integral to the education process and to expanding humankind's understanding of the natural world, the mind, and the senses. Service is the University's obligation to share the benefits of its knowledge for the public good.

These three interlocking elements span all of the University of Florida's academic disciplines and multidisciplinary centers and represent the University's obligation to lead and serve the needs of the nation, all of Florida's citizens, and the public and private educational systems of Florida, by pursuing and disseminating new knowledge while building upon the past. The University of Florida is committed to providing the knowledge, benefits, and services it produces with quality and effectiveness. It aspires to further national and international recognition for its initiatives and achievement in promoting human values and improving the quality of life.

The University of Florida offers degrees in more fields than all but two universities in the world. Students benefit from the numerous cultural and community resources typically generated by a major university. Many of these resources are located on campus and are easily accessible. Of special interest to students in school psychology are the related professional programs located on campus, such as Clinical Health Psychology, which is located in the College of Health Sciences/Shands Medical Center, and Counseling Psychology and Experimental Analysis of Behavior, both of which are located in the Department of Psychology. Other desirable features of the University of Florida include the Brain Institute, the Center for Latin American Studies, Black Studies, and a host of other multi-disciplinary institutes. Gainesville has been voted by Money Magazine as one of the most livable cities in the nation.

UF Libraries. The Libraries of the University of Florida form the largest information resource system in the state of Florida. While the collections are extensive, they may be supplemented by drawing upon a variety of library services offered through cooperative library programs. These provide UF's users access to the resources of many other libraries. The libraries of the University of Florida consist of eight libraries. Six are in the system known as the George A. Smathers Libraries of the University of Florida and two (Health Sciences and Legal Information) are attached to their respective administrative units. All of the libraries serve all of

the university's faculty and students, but each has a special mission to be the primary support of specific colleges and degree programs. Because of the interdisciplinary nature of research, scholars may find collections built in one library to serve a specific discipline or constituency to be of great importance to their own research in another discipline. It most likely will be necessary to use more than one library to discover all resources available at the University that are pertinent to a particular research interest. The libraries have built a number of nationally significant research collections primarily in support of graduate research programs.

College of Education

The mission of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

College Schools and Centers. The College of Education provides resources to students in the SPP in a number of ways. The College includes three schools, one of which houses Special Education, School Psychology and Early Childhood Studies (SESPECS). The College of Education is nationally recognized for its programs in counselor education, special education, education technology, teacher education and other areas of interest to school psychology students. Other resources within the College include the Anita Zucker Center for Excellence in Early Childhood Studies, the Lastinger Center for Learning and the Prevention and Intervention Network for Youth, Families, Schools & Communities.

P.K. Yonge Developmental Research School. The P.K. Yonge Developmental Research School, established in 1934 as a unit within the College of Education, serves as a vehicle for research, demonstration, and evaluation regarding teaching and learning. The school's primary research goal is to enhance instruction in reading, mathematics and science, using state-of-the-art educational technology. The student body demographically reflects the state of Florida including students in kindergarten through 12th grade from a wide range of ethnic, racial, and socioeconomic backgrounds. School psychology faculty and graduate students provide school psychological services and conduct research projects involving P.K. Yonge students and teachers.

School Psychology Program

Resources within the SPP include the school psychology faculty, the resources shared by our department, and the extensive network of field placements located throughout Florida. Resources within the department include the use of computers, a psychological test library, and a large faculty with a wide variety of research interests. The SPP has developed an extensive array of practicum experiences in public schools, hospitals, adolescent/child psychiatric units, alternative educational settings, childcare facilities, P.K. Yonge Developmental Research School, and other sites on and off campus.

School Psychology Program Faculty. The School Psychology faculty consists of Drs. Christopher Anthony, John Kranzler, Kathrin Maki, Lee Purvis, Tina Smith-Bonahue, Joni

Splett, and Nancy Waldron.

Dr. Christopher Anthony is an Associate Professor of School Psychology. He received his Ph.D. in School Psychology from Penn State University in 2016. His major area of scholarly interest focuses on assessing and promoting the socioemotional, behavioral, and attitudinal variables related to student learning and wellbeing. Dr. Anthony serves on advisory committees and teaches Introduction to Psychoeducational Assessment, Social and Developmental School Psychology, and Research and Writing in School Psychology.

Dr. John Kranzler is a Professor and serves as Director of the SPP. He received his Ph.D. in School Psychology from the University of California, Berkeley in 1990. His major areas of scholarly interest include the structure and development of intelligence, psychoeducational assessment, and school psychology issues. Dr. Kranzler serves on advisory committees and teaches Cognitive Assessment Ethics and Law in School Psychology.

Dr. Kathrin Maki is an Assistant Professor of School Psychology. Dr. Maki received her Ph.D. in School Psychology from the University of Minnesota in 2016. Her major areas of scholarly interest include academic interventions and data-based decision-making within multi-tiered systems of support, as well as the identification of learning disabilities. Dr. Maki serves on advisory committees and teaches Foundations of Intervention and Academic Assessment and Intervention.

Dr. Lee Purvis is a Clinical Assistant Professor and serves as the Practicum Coordinator of the SPP. Dr. Purvis received his Ph.D. in School Psychology from the University of Florida in 2017 and MA/CAS from East Carolina University in 2013. He is a licensed psychologist and certified school psychology. Dr. Purvis specializes in the application of culturally humble counseling techniques with various psychiatric populations across outpatient, inpatient, and hospital settings. Dr. Purvis teaches Advanced Practicum, Interventions in School Psychology II, and Cultural Diversity.

Dr. Tina Smith-Bonahue is an Associate Professor of School Psychology. She received her Ph.D. in School Psychology from the University of North Carolina at Chapel Hill. Her major areas of scholarly interest include family engagement in education, early childhood systems and education, and educator preparation. Dr. Smith-Bonahue teaches various courses in the program and serves on advisory committees.

Dr. Joni Splett is an Associate Professor of School Psychology and Director of the UF Prevention and Intervention Network (PIN). She received her Ph.D. in School Psychology from the University of Missouri in 2012. Her major areas of scholarly interest include school health and mental health services delivered within and across a multi-tiered system of support, universal screening for social-emotional concerns, and social-emotional assessment. Dr. Splett serves on advisory committees and teaches Systems Level Interventions and Issues and Problems in School Psychology.

Dr. Nancy Waldron is a Professor in School Psychology and serves as Director of SESPECS. She received her Ph.D. in School Psychology from Indiana University. Her professional and research interests include school improvement to enhance inclusive education for students with disabilities and school psychology preparation and credentialing. Dr. Waldron serves on advisory committees and teaches School Psychology Consultation.

School Psychology Program Affiliate and Associate Faculty. The SPP has benefited from the contributions of outstanding affiliate faculty that regularly teach courses, supervise practica, and serve on supervisory committees. These individuals have brought their professional experiences into the classroom to benefit student learning and professional development.

Dr. Elayne Colon is a graduate of the UF SPP and is presently the Interim Associate Dean for Academic and Student Services in the UF College of Education.

Dr. Matt Daley is a graduate of the UF SPP. He is a licensed psychologist and certified school psychologist. Dr. Daley specializes in providing mental health services to patients with anxiety, depression, and other psychiatric conditions across a variety of settings including hospitals, outpatient clinics, and schools.

Dr. Garret Evans is a former Clinical and Psychology faculty member of UF and former director of the National Rural Behavioral Health Center. He currently has a consulting firm, Haile Market Therapy and Behavioral Medicine in Gainesville. Dr. Garret is the recipient of numerous multi-year grants funding psychological services for at-risk youth.

Dr. Joe McNamara services as Director of the Division of Medical Psychology in the Department of Psychiatry at Springhill. He is the recipient of over one million dollars in grant funding to investigate the effect of SSRI-Induced Activation Syndrome in Pediatric OCD and serves on graduate dissertation committees.

Dr. Melissa Munson is a Psychologist and Assistant Professor with UF Health Psychology. She specializes in assessment and treatment for individuals with autistic, anxiety, depression, and obsessive-compulsive disorders. She supervises medical residents, interns, and practica students. Her publications include validation studies of pediatric measures, as well as effective CBT and trauma treatment protocols for mental health disorders.

Dr. Melanie Nelson is a faculty member in UF's Department of Psychiatry. Her research interests include parent-child interaction therapy (PCIT), disruptive disorders, and autism spectrum. She is the recipient of over two million dollars in grant funding to investigate PCIT treatment outcomes.

Dr. Regilda Romero is a Psychologist with UF Health Psychology and the UF Health Center for Autism and Neurodevelopment. She specializes early childhood assessment and treatment for children with ADHD, intellectual disabilities, fetal alcohol syndrome, and anxiety. Dr. Romero supervises fellows, interns, and graduate practica students.

Dr. Jamie Stormer is a Psychologist with the FLOAAT Center – Florida OCD, Autism, and Anxiety Treatment Center. Her clinical experience includes assessment and treatment of anxiety, OCD, ADHD, ASD and other mood disorders. Dr. Stormer supervises and teaches school psychology practicum.

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STUDENTS

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Students are the most valuable resource of the SPP. They shape the SPP and are shaped by it in the reciprocal process of graduate education. Requirements for admission, opportunities for financial support and information about the graduate student association and joining professional organizations are described below.

Application/Admission Requirements

Admission to graduate programs in the College of Education is based on a comprehensive, holistic review of all application materials. Holistic review refers to mission-aligned admissions processes that take into consideration applicants' experiences, attributes, and academic metrics as well as the value an applicant would contribute to learning, practice, and teaching. Holistic review allows admissions committees to consider the "whole" applicant, rather than disproportionately focusing on any one factor. The SPP gives strong consideration to the statement of purpose, letters of recommendation, relevant work and/or life experiences and performance in prior undergraduate and graduate coursework (GPA).

Formal review of applications by the SPP begins in December for admission the following fall semester (that begins in August). Completed applications are due to the SPP by **December 1st**, applicants are encouraged to submit application materials to the UF Graduate School by mid-November to ensure review, as a limited number of applicants are admitted each year. In a typical year, 12-14 students (EdS and PhD combined) are admitted to the SPP. Approximately half of the students in each entering class are pursuing a specialist degree. Admission to the SPP is competitive. In recent years, less than one-fifth of those applying to the SPP have been admitted.

Individuals with undergraduate majors in psychology or education are considered to be best qualified for admission to the SPP. Relevant professional and life experiences are also considered positively in the application process. The course of study assumes the knowledge of psychology that one would acquire in most undergraduate psychology programs. Students are expected to be familiar with developmental psychology, learning theory, abnormal/personality theory, and statistics/experimental design. Applicants who do not have a background in psychology are encouraged to take these courses prior to admission to the SPP or early in the course of graduate study. Coursework taken to meet such prerequisites is not counted towards the graduate degree. Undergraduate courses taken prior to or during a student's course of study do not satisfy graduation requirements.

The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, religious preference, disability, or sex, in the administration of educational policies, admissions, financial aid, employment, or any other University program or activity.

Financial Support

Because the SPP is a full-time program, many students are in need of financial support. The main sources of financial support for EdS are assistantships (research and teaching), and related work on and off campus. In addition to these sources of support, *teaching and research assistantships* often are available. EdS students with excellent academic records generally are considered first for these positions. Most assistantships are available for serving as instructors for undergraduate classes within the College of Education. In order to be eligible for teaching assistantships, SPP students must have already taken a course (or courses) in the subject area for which they will serve as a teaching assistant. This can be accomplished within the first or second years in the program. SPP students can increase their chances for being selected for teaching assistantships if they display exemplary work in these courses.

Research assistantships are available to students from a number of sources. Individual faculty members often receive grant monies that can support a research assistant. Individual faculty with grants often approach students who demonstrate a consistent record of solid academic performance, dependability, and a strong work ethic. These assistantships frequently support students for more than 1 year. In addition to an hourly wage, tuition waivers for in-state matriculation fees accompany many assistantships. Non-Florida Tuition Waivers are available to eligible out-of-state students with assistantships. For more information on these sources of financial assistance, contact EduGator Central – the COE Office of Academic and Student Services (1002 Norman Hall) or the SESPECS Graduate Coordinator.

School Psychology Graduate Student Association

The School Psychology Graduate Student Association (SPGSA) is formally recognized by the College of Education and the University of Florida as a forum for students' academic issues and professional development. All students enrolled in the UF-SPP are automatic members of SPGSA. All students are requested to pay a minimal annual membership fee to off-set the expenses of the SPGSA. Responsibilities of SPGSA members are intended and designed to accomplish the following four goals:

- Facilitate greater communication and social interaction among students across years in the UF SPP.
- Establish a behavioral norm among students of academic and professional involvement in school psychology activities.
- Assist faculty in evaluating the effectiveness of the UF SPP in meeting the resources and needs of graduate students.
- Establish a clearinghouse for information and opportunities that will prepare students for the demands of pre- and postgraduate professional work.

Within the SPGSA student representative body, an Executive Board is elected annually by members to conduct administrative duties. The Executive Board consists of the following offices:

- President-Based on input from the entire body of the SPGSA, establishes the agenda for monthly meetings. The President orchestrates and presides over the meetings.

- Vice-President-The Vice-President supervises special projects and presides over ad-hoc meetings.
- Secretary-The Secretary is responsible for the taking and distribution of minutes from SPGSA meetings.
- Treasurer-The Treasurer alerts the SPGSA to any funding available through Student Government and maintains the SPGSA bank account.
- Ambassadors – Two Ambassadors are elected to assist with special projects.

The President of the Executive Board, or a designee, is required to attend all SPP faculty meetings. SPP faculty are not members of the association, and the SPP Director is designated by the University as the faculty advisor to the group.

Joining Professional Organizations

Professionals are expected to demonstrate their commitment to their profession by joining and becoming active in professional associations. School Psychologists often hold membership in one or more state, national, and international associations. Many school psychologists in Florida hold membership in the Florida Association of School Psychology. In addition, many are members of the APA's Division of School Psychology (Division 16) and the NASP. School psychologists interested in the international dimensions of their profession hold membership in the International School Psychology Association (ISPA). Students in the SPP are also members of the School Psychology Graduate Student Association (SPGSA) at UF. All students are required to maintain a membership in APA, NASP, or both throughout the duration of their studies.

Students are encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings. Program faculty have or currently hold offices in each of these associations. Membership application forms for these associations can be obtained from the SPP Test Library or by contacting program faculty.

COURSE OF STUDY

The full-time course of study in the SPP is designed to integrate field experience and academic study. Through continuous enrollment in practica and internship, rigorous course work, and supervision of field placements, students continuously apply knowledge and skills in field settings and generate practical and relevant questions on issues needing further study. Because of this interwoven sequence of study, part-time study is very difficult. Moreover, non-degree status in the SPP is not permitted.

All students must meet the standards advanced by the Graduate School, College, as well as the SPP. All SPP requirements are congruent with standards from accrediting bodies (e.g., Florida DOE, NCATE, NASP, and APA). Among the most important standards are those governing the formation and composition of committees, final examinations, and program plans. Students should discuss these issues with their advisor early in their graduate career.

The UF Graduate School standards and rules are extensive and binding for all SPP students. Therefore, students must familiarize themselves with the rules in the Graduate Catalog and in the SPP Program Handbook. *This Handbook cannot and does not claim to summarize all relevant rules and regulations.* Students are strongly encouraged to consult the UF Graduate Catalog, the Graduate Student Handbook, and their faculty advisor for additional information.

Some students enter the program with previous course work or experiences that may allow or require alteration of the typical program. Such changes must be negotiated in advance with the student's advisor and other relevant individuals, such as the department chair, director of graduate studies, and relevant faculty, regarding the acceptability of the proposed changes. A Planned Program of Study must be written and approved to finalize any proposed change. This is a formal contract of the course of study and should be filed no later than the second semester of graduate study.

Course Requirements for the EdS Degree in School Psychology

PSYCHOLOGICAL FOUNDATIONS (9)   Credits

       SPS 6937 Social and Developmental School Psychology   3
       SPS 6195 Developmental Psychopathology   3
       SPS 6937 Seminar in Cultural Diversity   3

EDUCATIONAL FOUNDATIONS (6)

       TSL 6700 Issues in ESOL   3
       SPS 6193 Academic Assessment & Interventions for Diverse Learners   3

STATISTICS & RESEARCH METHODS (4)

       EDF 6400 Quantitative Foundations of Educational Research: Overview*   3
                    OR
       STA 6166 Statistical Methods in Research I

SPS 6918 Supervised Research   1

Prerequisite for EDF 6402 is an introductory course in educational research design and statistics (e.g., EDF 6400).

PROFESSIONAL SCHOOL PSYCHOLOGY (12)

SPS 6052 Issues and Problems in School Psychology   3
SPS 6815 Law & Ethics in Psychology   3
SPS 7931 Internship Seminar in School Psychology   6

ASSESSMENT (9)

SPS 5000 Introduction to Psychoeducational Assessment   3
SPS 6191 Psychoeducational Assessment I: Cognitive   3
SPS 6192 Psychoeducational Assessment II: Social/Emotional   3

INTERVENTIONS (12)

SPS 6410 Interventions I: Foundations of Intervention   3
SPS 6707 Interventions II: Cognitive Behavioral Approaches   3
SPS 6708 Interventions III: Systems Level Interventions for Children & Youth 3
SPS 7205 School Consultation   3

SUPERVISED FIELD EXPERIENCE (18)

SPS 6941 Practicum in School Psychology   6
SPS 6942 School Psychology Practicum II   6
SPS 7949 Internship in School Psychology   6

Sequence of Study

SPP courses reflect an integrated and sequential program of study, thus they must be taken in a specific sequence. Practica form an integral and essential component of professional training. Because practica in the SPP provide opportunities for students to practice, under supervision, the application of knowledge and specific skills taught in a particular course, specific practicum must be taken each semester in the program. The SPP courses are listed below by semester. A minimum of 12 graduate hours is required by the Graduate School for full-time enrollment during the fall and spring semesters for students not on appointment. Specialist students are awarded an EdS degree upon completion of all program requirements. A master's degree is not awarded to students completing the specialist program. Please note that non-SPP course offerings may be subject to change.

Students in the EdS track must enroll for 3 credit hours of practicum (SPS 6941, 6942) during the fall and spring semesters of their first 2 years in the School Psychology Program. All

students accruing supervised practicum hours during the summer must enroll for at least 1 credit hour of practicum. All students who are working in practical settings with primary intention of completing portfolio requirements also must enroll for at least 1 credit hour of practicum during the semester in which they are placed. The number of credit hours that must be taken will depend upon the nature of the practicum experience and requisite supervision and will be determined by the Practicum Coordinator. All practicum and other applied placements require a minimum of one day per week in the applied setting.

Note: *Take in consultation with advisor.

First Year   Credits
   Fall Semester
   SPS 5000 Introduction to Psychoeducational Assessment   3
   SPS 6052 Issues and Problems in School Psychology   3
   SPS 6410 Direct Interventions I: Foundations of Intervention   3
   SPS 6941 Practicum in School Psychology   3

   Spring Semester
   SPS 6193 Academic Assessment & Interventions for Diverse Learners 3
   SPS 6941 Practicum in School Psychology   3
   SPS 6937 Social and Developmental School Psychology   3
   SPS 6937 Seminar in Cultural Diversity   3
   *EDF 6400 Quantitative Foundations of Research   3
     OR
   STA 6166 Statistical Methods in Research

   Summer Semester
   SPS 6195 Developmental Psychopathology   3
   TSL 6700 Issues in ESOL   3
   *EDF 6400 Quantitative Foundations of Research   3

Second Year
   Fall Semester
   SPS 6192 Psychoeducational Assessment II: Social/Emotional 3
   SPS 6707 Direct Interventions II: Cognitive-Behavioral Approaches 3
   SPS 6942 School Psychology Practicum II   3
   SPS 6815 Law & Ethics in Psychology   3

   Spring Semester
   SPS 6191 Psychoeducational Assessment I: Cognitive   3
   SPS 6708 Direct Interventions III: Systems Level Interventions 3
   SPS 7205 School Consultation   3
   SPS 6942 School Psychology Practicum II   3

    <u>Summer Semester</u>
    SPS 6918 Supervised Research   1

Third Year

    <u>Fall Semester</u>

SPS 7949 Internship in School Psychology	3
SPS 7931 Internship Seminar in School Psychology	3

    <u>Spring Semester</u>

SPS 7949 Internship in School Psychology	3
SPS 7931 Internship Seminar in School Psychology	3

Note: Careful selection of non-SPP courses will allow students to complete the program in the prescribed time. Keep in mind that SPP courses are offered only once per year and must be taken in the prescribed sequence.

TRANSFER OF CREDIT

No more than 9 credits of a master's degree from another institution will be transferred to the EdS program. If a student holds a master's degree in a discipline different from the EdS program, the master's work will not be counted in the program unless the academic unit petitions the Dean of the Graduate School.

All courses beyond must be approved for graduate credit by the Graduate School of the University of Florida. All courses to be transferred must be graduate-level, letter-graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought.

After approval of the SPP Director, all such transfer requests must be made by petition of the supervisory committee no later than the third term of EdS study. The total number of credits that may be transferred cannot exceed 9, and in all cases the student must complete the qualifying examination at the University of Florida. In addition, any prior graduate credits earned at UF (e.g., a master's degree in the same or a different discipline) may be transferred into the EdS program at the discretion of the supervisory committee and by petition to the Graduate School. The petition must show how the prior course work is relevant to the current degree.

ACADEMIC POLICIES & PROCEDURES

Faculty Advisor & Selection of Supervisory Committee

Students are assigned a temporary advisor upon entering the program. By the end of the first year of study, students will be assigned a permanent advisor. Students should then work with their permanent advisor to select a second member of their supervisory committee, which includes their chair (advisor) and one other SPP faculty member. For the EdS degree, the supervisory committee must consist of two faculty members of the SPP. The duties of the chair and supervisory committee are to provide advice, check on progress, supervise the preparation of the professional portfolio, and conduct the final examination. Students work most closely with their chair in developing an area of professional interest, completing portfolio requirements, and discussing internship options. The chair provides expertise in the student's area of interest, specific feedback on work, and support.

Meeting regularly and establishing clear, direct communication with a chair is very important, as is agreeing to timelines that facilitate completion of program milestones (internship applications, portfolio). Students should be aware that faculty schedules and commitments may impact their availability. Faculty members may go on leave of absence or on sabbatical. *Some faculty members may choose not to be available while on sabbatical or during the summer months and thus may be unwilling to meet with students or to attend meetings and provide feedback on written work*. Students are not allowed to change their supervisory committee or replace committee members unless they have gained the approval of their chair or the program director. No changes to a supervisory committee can be made in the semester in which they intend to graduate.

Terminal Degree Change

Students admitted to the EdS program occasionally decide that they would like to pursue doctoral studies. When this occurs, SPP faculty will consider their application to the doctoral program like the regular admissions process. An application for a change in terminal degree should occur during the fall semester of their second year in the program. Students should write a letter to the SPP Director indicating their intention to change their terminal degree from the EdS to the PhD by December 1st. They also should reactivate their admission file by contacting the Graduate Secretary in SESPECS. Students must submit a revised statement of purpose and may add any additional information (e.g., updated letters of recommendation) to their admissions file as they deem appropriate. In addition to information contained in the application file, the following information gathered during the student's tenure in the Program will be considered: (a) progress during the first year of the SPP will be considered as evidence of academic potential (i.e., UF Graduate GPA of 3.70 or higher, with no grades of "I" or "U" on transcript); (b) progress toward completion of the Publication Quality Empirical Research Study or Master's thesis (e.g., approved proposal, etc.) and other research activities (e.g., independent research, participation in research projects, and/or research assistantships) will be considered as evidence of research potential; and (c) annual student evaluations will be considered as evidence of academic potential, research potential, and communication and interpersonal abilities.

Continuous Enrollment

The SPP and the UF Graduate School require continuous enrollment until the completion of the EdS degree. If a student fails to enroll in appropriate course work for two successive semesters, they will be dismissed from the program. Reapplication through the regular admission process, where the student is treated as a new applicant, is then required for readmission. However, a student may request a leave of absence for a period lasting no longer than one year. These requests, submitted in writing to the Program Director, must be approved by the SPP faculty. Requests are usually granted if the student is in good standing and has good and sufficient reasons for the leave of absence.

Satisfactory Academic Progress

The only passing grades for graduate students in the SPP are A, A-, B+, B, B-, C+, C, and S. In 5000-level courses and above, C+ and C grades count toward a graduate degree if an equal number of credit hours in courses numbered 5000 or higher have been earned with grades of B+, A- and A. Only grades of B- or higher in core courses in the School Psychology Program can be used to meet program requirements. If a student earns a grade of D or lower in a core School Psychology course, the student must repeat the course. If the student earns a grade of C in a core School Psychology course, with the permission of the course instructor and Program Director, the student may be allowed to remediate the learning goals and objectives that were not met in lieu of repeating the course. Grades points are not designated for S and U grades; these grades are not used in calculating the GPA. Grades of S (Satisfactory) and U (Unsatisfactory) are the only grades awarded in courses numbered 6918 (Supervised Research), 6941, 6942, and 6945 (School Psychology Practicum). Additional courses for which S and U grades apply are noted in the program offerings. Students must receive a grade of S in all courses graded S/U before they will be allowed to begin the internship. Grades of I (Incomplete) must be removed no later than the end of the semester following the semester in which the grade of I was assigned. Grades of "I" carry no quality points and lower the overall GPA. *ALL GRADES OF I, X, D, E, or U MUST BE REMOVED PRIOR TO THE BEGINNING OF THE INTERNSHIP AND THE AWARDING OF A GRADUATE DEGREE.* In addition to satisfactory progress in academic coursework, students must meet expectations in each area of training competency (see pp. 8-10). Overall progress in each competency area will be evaluated during the annual student review at the end of each academic year.

Any graduate student may be denied further registration in the University or in a graduate program such as the SPP should scholastic performance or progress toward completion of the planned program become unsatisfactory to the SPP, College, or Dean of the Graduate School. Failure to maintain a B average (3.00) in all graduate coursework is, by definition, unsatisfactory. Students failing to maintain a B average (3.00) in graduate coursework required by the SPP for two consecutive semesters will not be allowed to continue in the SPP.

Grievance Procedures

If a student in the SPP believes that he or she has been subject to improper demands or procedures, the matter may be brought to the attention of the Program Director by filing a grievance. A grievance should only be filed after first trying to resolve the situation with the individual(s) involved. A grievance is defined as, "dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters" (see UF Handbook for Graduate Students). Upon receipt of the written grievance, a meeting will be scheduled with the Program Director to discuss the nature of the complaint. The student and the program director may elect to have one or more individuals present at the meeting.

During the meeting information will be gathered regarding the nature of the complaint. After the problem has been identified, alternative actions will be explored for the purpose of resolving the complaint. If successful, parties involved in the complaint will be informed of the outcomes of the meeting and steps taken to monitor actions plans until completion.

If the student is not satisfied with the outcome of the meeting with the Program Director, he or she may appeal any decision or proposed action to the Chair of the Department. The Program Director will forward all information relevant to the grievance onto the Department Chair. At this point, the grievance procedures of the University of Florida will be followed as specified in the UF Handbook for Graduate Students (page 48-50).

LISTSERV POLICY

The School Psychology Program (SPP) Listserv is a service provided by SPP to facilitate communication between students, faculty, and staff. We encourage everyone to use the listserv to share information or ask questions that is relevant to the SPP. While listservs make communication easily, they also provide opportunities for abuse, annoyance, and violations of privacy. As such, the following guidelines should be followed:

1. Posts are not allowed that are intended or may be reasonably seen as an attempt to injure, harm, or libel other individuals or organizations. Listserv members are expected to exercise both common sense and courtesy in messages transmitted over the listserv. Defamatory, harassing, sexist, racist, obscene, libelous and other offensive communications are not acceptable postings to the listserv. Ad hominem attacks are specifically prohibited.
2. Messages and responses to messages that are of a personal nature and intended for a specific individual should be addressed directly and only to the individual who made the original post, not to the entire listserv. (Users should note that hitting the "reply" button will send a message back to the entire listserv.)
3. Members should ensure that messages posted to this list are appropriate for this list, i.e., they engage professional issues or concerns related to the SPP.
4. This listserv should not be used for conducting any illegal activity. Personal or private business, soliciting research subjects, or commercial activity should not be posted

without the expressed or written permission by the SPP. Commercial activities include, but are not limited to, promotional announcements, product-related press releases, and advertising.

5. Please beware of sharing private e-mails through the listserv, which may happen inadvertently through the "forward" or "reply" functions of e-mail. Similarly, please do not forward e-mails from the listserv to other individuals who are not on the listserv without written consent.

Repeat violations of listserv guidelines may, at the discretion of the SPP, result in the violator being banned temporarily or permanently from further participation on the listserv.

EVALUATION OF STUDENT PROGRESS

Assessment & Evaluation System

The UF School Psychology Program (SPP) utilizes a comprehensive, multi-method, multi-source process to assess candidate learning and professional development to ensure that all candidates acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. The following sections describe major assessment components of the program. Program faculty reserve the right to alter the exact components of each method to correspond with program goals and requirements, as well as requirements from accreditation bodies. Candidates will be given sufficient notice of any changes to properly prepare and complete each component.

The major components of the SPP Assessment and Evaluation System are presented and described below.

Year I and Year II

Course-embedded assessments – conducted in courses and practicum and may include exams, papers, reports, presentations, videotapes, simulations, and case studies.

Practicum Performance Appraisal – evaluation forms completed by field-based supervisors and faculty to assess knowledge and professional competencies, professional behaviors, and interpersonal characteristics.

Annual Student Evaluation – a summary of candidate progress in the program that includes completion of evaluation forms by faculty, assistantship supervisors, practicum field-based supervisors, and a candidate self-evaluation.

Year III

Intern Performance Appraisal – an evaluation completed by field-based supervisors to assess knowledge and professional competencies, professional behaviors, and interpersonal characteristics.

Portfolio – a collection of evidence to document attainment of program goals and competencies and demonstrate preparation for entry-level professional practice in school psychology. The professional portfolio is completed during the internship year in the specialist program.

Qualifying Examination – written and oral examination of candidate competency in areas consistent with program goals and objectives. The completed Portfolio will constitute the written examination. The oral examination will be conducted by the candidate's supervisory committee and will involve a review of components of the Portfolio.

Certification Examination – obtain a passing score on all sections of the Florida Teacher Certification Examination (FTCE) including General Knowledge, Professional Education, and Subject Area in School Psychology; and the ETS-Praxis II Subject Area Exam in School Psychology.

Annual Student Evaluation

At the end of each academic year, students receive an annual evaluation of their professional development and progress. Information for this evaluation is collected from a diverse range of individuals. Information considered in the annual review process includes:

- Academic Performance forms completed by all SPP faculty who have had substantial contact with the student over the course of the year. This results in 3-5 completed evaluations for each student.
- An Annual Student Progress form completed by an Employer/Supervisor typically connected to a student's teaching or research assistantship. If this supervisor happens to be a school psychology faculty member, students will be encouraged to solicit one evaluation from a course instructor, research mentor, or employer outside of the Program.
- Practicum Evaluation forms completed for the fall and spring semesters by an on-site supervising psychologist.
- Review of graduate transcripts to provide information about overall GPA and courses competed in the past year.
- Completion of a self-evaluation using the academic performance, employment, and practicum evaluation forms. Students also submit an annual activity report that summarizes coursework, practicum experiences, research experiences, and dates for completion of program requirements.

The SPP faculty meet as a group to review the evaluation forms and discuss each student's progress. The Director of the SPP, in conjunction with the student's advisor, then completes a written summary of the discussion. A formal letter of evaluation is completed by the SPP Director and forwarded to each student. Faculty members meet individually with their advisees to discuss the faculty's evaluations, along with the student's self-evaluation. The purpose of this meeting is to discuss academic and professional progress as well as future plans and goals. The meeting also is intended to provide students with an opportunity to provide

feedback to faculty regarding the evaluation and the SPP in general. The signature of the student is required to indicate receipt of the letter. If the student wants to contest any portion of the evaluation letter they have the option of submit a written statement to the Program Director identifying any disagreement or concerns they have with the evaluation. The annual evaluation letter and any student dissent statement are kept in the student's program file.

Portfolio Contents

A portfolio is a systematic and organized collection of evidence concerning a candidate's knowledge and professional competencies. The portfolio is used to demonstrate that candidates possess the specific professional competencies that are expected in the SPP. The content of the portfolio will include samples of work that have been completed during the program, as well as work created specifically for the portfolio. Portfolio defenses are scheduled during the spring semester of the internship year (typically in February). Therefore, candidates in the specialist program will be completing the Portfolio during the internship year.

Current Vita – A revised, up-to-date curriculum vita that includes education, professional positions, practicum experiences, professional memberships, awards or recognitions, conference presentations, and publications.

Statement of Theoretical Orientation – Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.

Diversity Statement – Describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.

Psychological Evaluation – Psychological reports address a range of academic and behavioral concerns. Psychological reports should include a reason for referral, background information, range of assessment procedures appropriate to the referral concern, discussion of assessment data, and recommendations.
    The required psychological evaluation is to be completed during the internship and must consist of one comprehensive evaluation. The comprehensive evaluation must address academic as well as emotional/behavioral concerns. The report must be accompanied by a reflection paper that discusses the comprehensiveness of the evaluation and connections to the professional literature and research.

Intervention Case Studies – Complete two intervention case studies (one academic, one behavioral) that demonstrate the professional skills necessary to deliver effective services that results in positive, measurable outcomes for the student. The case studies must address the following areas: background and context of the problem, a description and analysis of the problem, goals for intervention, a specific description of the intervention, collaboration efforts with school, family, and/or community-based individuals, outcome data and a discussion of the

results of the intervention.

The academic intervention case study may be completed during Year II prior to internship. The behavioral intervention case study must be completed during internship. Completed intervention case studies must include a direct intervention (academic *and* counseling or behavioral intervention) and must demonstrate consultation efforts with family or school personnel. Case studies should demonstrate that the interventions resulted in measurable, positive impact on children, youth, and/or families. The case studies must be accompanied by a reflection paper that demonstrates how the interventions are theoretically grounded, as well as how they connect to the professional literature and research.

In-service Training Program or Workshop – Substantive contribution in the development and presentation of an in-service workshop or program to an educational, community agency, or family/parent organization or group. Evidence provided should include a detailed outline of the presentation, specific objectives and expected outcomes, and samples of handouts and materials used during the presentation.

Guidelines for Completion of Portfolio Products

To assist candidates in the preparation of the portfolio, specific guidelines are provided regarding the organization of the portfolio, as well as specific products that require more detailed instructions. These guidelines should serve as a starting point for candidates and faculty advisors as they work collaboratively to develop a portfolio that appropriately reflects the competencies of the SPP and the individual knowledge, skills, and experiences of the candidate.

General Organization of the Portfolio

The portfolio is submitted to faculty for review by creating a folder in LiveText (https://www.livetext.com/) and uploading files for each component of the portfolio. Candidates should follow these general guidelines with regard to the portfolio:

- Each file should be clearly named for each portfolio component
- Layout/ presentation quality of each product should be clear and easy to read
- Products should be free of spelling/grammatical errors and instructor comments
- All identifying information regarding clients should be removed from each product
- In consultation with your faculty advisor select the best exemplars of your work

Intervention Case Studies

The purpose of the Intervention Case Studies is to demonstrate that candidates possess the knowledge and professional skills to collaborate with families, school, and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth. The candidate is able to integrate knowledge and skills in delivering a comprehensive range of services that result in measurable positive outcomes for children and youth.

The case studies must focus on direct (academic and behavioral intervention, counseling) or indirect (consultation) intervention that the candidate was responsible for developing,

implementing, and evaluating. Case studies involve academic and behavioral/social concerns and may reflect interventions conducted in a home, school, or community setting. Candidates should consult with a faculty advisor to determine the cases that are best suited for inclusion in the portfolio.

It is expected that case studies included in the *Portfolio* demonstrate measurable, positive outcomes for children, youth, or families who are the recipients of intervention services.

The case study should be 8 to 10 pages in length and address the following areas:

1.   Background and Context of the Problem
   - Problem is identified in observable, measurable terms
   - Present and expected level of performance is described
   - Baseline data is provided

2.   Description and Analysis of the Problem
   - Assessment procedures are described
   - Hypotheses are discussed
   - Specific goals for the intervention are presented

3.   Intervention Design & Implementation
   - Description of the intervention
   - Description of phases/steps in implementation of intervention
   - Discussion of factors that effected the design and implementation of the intervention
   - Discussion of collaboration efforts with family, school and/or community-based individuals
   - Include a sample of all relevant intervention materials

4.   Evaluation and Outcome of the Intervention
   - Description of the intervention
   - Provide outcome data and discussion of results
   - Include a graphic presentation of data
   - Discussion of progress toward established goals
   - Discussion of future needs for intervention/support

The scoring rubric for the case studies is presented in Appendix A. Examples of effect size measurement are presented in Appendix B.

Reflection Papers

The psychological evaluations and intervention case study included in the portfolio must be accompanied by a 5-page single-spaced reflection paper. The purpose of each paper is to consider the actions and decisions made during the assessment and/or intervention process. The papers should demonstrate an understanding of a theoretical orientation and reliance on empirically-based research and the professional literature. Additionally, each candidate should

demonstrate their ability to critique their own professional decisions and practices and thus demonstrate continuing professional growth and development.

Psychological Evaluation – For the comprehensive evaluation included in the portfolio address the following issues and questions in the reflection paper.
1. Based on the referral question, what was the purpose of this evaluation (diagnosis, program planning, intervention development, eligibility determination)?
2. How did the referral question guide the assessment process? To what extent did the techniques selected adequately address the referral question and child's needs? What would you do differently in terms of selection of techniques?
3. What legal and/or ethical considerations affected the selection of the measures and techniques used in the evaluation? For example, issues related to special education services and supports and/or issues related to the reliability and validity.
4. Discuss theoretical or empirical bases used in the interpretation of findings. To what extent are the conclusions in the report supported on these bases?
5. Discuss the link between assessment and possible interventions. To what extent does this report provide evidence for the development and evaluation of intervention strategies? If you find the report inadequate in this regard, how would you change the assessment process to improve the link between assessment and intervention?

Intervention Case Studies – For each case study included in the portfolio address the following issues and questions in the reflection paper.
1. Identify and discuss the primary theoretical orientation(s) or model(s) that was selected to guide the intervention process. Provide a rationale for the selected theoretical orientation(s) or model(s). How did the selected orientation(s) or model(s) affect the methods, decisions, and outcomes of this intervention?
2. Identify the types of intervention used as either direct (academic and behavioral intervention, counseling) or indirect (consultation) and explain the rationale for this selection. What are the benefits and limitations of the selected types of interventions given the primary concerns in the cases? Upon reflection, would you choose different types of interventions for a case like this in the future? Why or why not?
3. Discuss the empirical bases for the selected interventions. What other interventions did you consider? Provide a rationale for why the selected interventions were appropriate or not based on the assessment data, the needs of the client, and the professional literature.
4. To what extent did the interventions result in "measurable positive changes for the client?" Was the change sufficient? What are the primary factors that contributed to this positive or negative change?

Portfolio Review Process

The portfolio review process is designed to meet the following goals:

- To provide candidates with a systematic and instructional opportunity to (1) assess their own competencies and progress in the program, (2) demonstrate competencies consistent with program goals and expected outcomes and (3) reflect on areas in need of further preparation and training.
- To provide a mechanism for faculty to evaluate candidate progress in the program and determine readiness for internship and initial professional practice in school psychology.
- To meet university and program requirements for completion of a Final Examination to demonstrate completion of program requirements and competencies.

The acquisition of portfolio products will be monitored each semester through practicum. Portfolio reviews will be conducted for all candidates in the school psychology program each spring as part of the annual student evaluation process. A formal review of the completed *Portfolio* will occur during the spring semester of the internship year. This final review of the portfolio will be conducted by the candidate's supervisory committee and will serve as the Final Examination for the EdS degree. A review of the entire contents of the portfolio will be completed by each supervisory committee member, followed by an oral examination conducted by the entire committee. To pass the Final Examination and be recommended for graduation, students must pass both the written and oral portions of the exam.

State & National School Psychology Examinations

Successful completion of state and national school psychology examinations are required by the SPP, the UF College of Education, and the State of Florida in order to obtain a degree in school psychology. All students in state-approved educator preparation programs at the University of Florida must pass all pertinent sections of the Florida Teacher Certification Examination (FCTE). To obtain a degree in School Psychology there are three sections of the FCTE to complete: General Knowledge, Professional Education, Subject Area Exam in School Psychology. Students must receive a passing score on all sections of the FCTE, as established by state guidelines, prior to graduation. This requirement applies to all students graduating from the UF SPP, even if you intern or intend to seek a position outside of the state of Florida. GRE test administrations conducted on or after July 1, 2015 may be used as an acceptable means of demonstrating knowledge.

Minimum GRE Passing Scores by FTCE General Knowledge (GK) Area:

GK SUBTEST/GRE SUBTEST	GRE SCORE
GK Writing (Essay)/GRE Analytical Writing	A combined score of 4 out of 6.
GK English Language Skills/GRE Verbal Reasoning	A scaled score of 151.

| GK Reading/GRE Verbal Reasoning | A scaled score of 151. |
| GK Mathematics/GRE Quantitative Reasoning | A scaled score of 147. |

Per House Bill 1159 (2021), effective July 1, 2021, completion of a master's degree or higher from an accredited postsecondary institution recognized by the Department of Education will satisfy the General Knowledge (GK) Test requirement.

Additionally, the SPP requires that all students pass the PRAXIS II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score is consistent with the standards set by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP) and the State of Florida to become a Licensed School Psychologist. ***All students are strongly advised to take these exams as early in the program as possible. In addition, students must take and pass all required state and national examinations prior to beginning internship.*** Additional questions about examinations and licensure requirements can be directed the SPP program director or EduGator Central - the COE Office of Academic and Student Services in 1002 Norman Hall.

INTERNSHIP

University Perspective

Internships are the culmination of a student's professional training. A successful internship is an interactive, dynamic experience in which the intern applies knowledge and skills gleaned from coursework to real settings. Successful internships develop abilities (i.e., the appropriate application of knowledge and skill) for problem identification, hypothesis generation, intervention, and determination of outcomes. Internships should not merely consist of exposure to the "real world" or be a source of inexpensive labor for hosting sites. The most important part of the internship is the growth and development of the intern.

Internships are taken at the end of the student's program of professional preparation. Students must be in satisfactory academic standing prior to beginning internship. All required coursework must be completed with at least passing grades and all required state and national examinations passed prior to the beginning of the internship. Courses with grades of I, X, D, E, or U are considered incomplete. The final selection of an internship site is made through consultation with a faculty advisor, the program director, and the university supervisor of interns. Eight hours of credit is awarded for the internship, and students are required to be continuously enrolled for internship credit throughout the entire internship contract period.

Field Perspective

Internships consist of a full-time experience in a public school for the course of one year. Guidelines and requirements put forward by the National Association of School Psychologists are followed by the program. Generally, this means that EdS interns must work a minimum of 1200 clock hours, with at least 600 clock hours in a school setting. Half-time placements over a

two-year period, work during summer months in a school setting, and other deviations from a full-time, school-year internship are made only when the characteristics of the student (e.g., previous professional experiences) and of the placement (e.g., year-round school) argue in favor of meaningful changes. ***All interns are required to meet the terms and conditions stipulated in their internship contract (e.g., start and end dates).***

The SPP encourages students, with the assistance of faculty, to investigate a wide range of internship possibilities at least 1 year before the internship begins. Every effort is made to honor student preferences for the location of the internship. Occasionally, however, it is in the best interest of the students to be placed in internship sites that are not the top choice. *All internship placements must be approved by the school psychology faculty prior to initiation of the internship.* Ultimately, the final decision as to an internship site for each student rests with the UF school psychology faculty.

Occasionally, students desire to complete the internship at a location out of the state of Florida. This is permitted under three conditions: (1) the internship meets both NASP and SPP standards, (2) the interns are provided with *university-based* supervision, and (3) the internship is approved by UF school psychology faculty.

Host Concerns

Hosting sites are expected to provide a minimum of two hours of supervision per week per intern. This supervision should be regularly-scheduled, formal "set aside" time for supervision, reflection, and development of appropriate competencies. This is not meant to be a time when the intern is taught routines, district policies, etc. The later activities should take place on a daily basis during the internship time. Host supervisors must be credentialed and have a minimum of three years of experience in their current place of employment. Host supervisors may not supervise more than two interns at a time.

All internships are governed by a written contract. It is the responsibility of the university internship coordinator to explain the contract and negotiate its approval with site supervisors. Other plans, contracts, etc. required by the host district must be reviewed by the university internship coordinator in order to approve the internship placement. In order to insure all parties are informed of internship activities, it is expected that all parties (intern, host, and university) will receive copies of all documents, letters, etc., pertaining to the internship.

Host supervisors are expected to provide the following:
1. Two hours per week of supervision (one hour may be shared with the university when logistics permit);
2. A salary commensurate with the duties and actions of the intern;
3. Material resources needed to perform the duties associated with the internship (e.g., office space, telephone, secretarial support, test materials);
4. Support for developmental activities of the intern (e.g., funds with availability for in-service activities and professional conventions);
5. Written contractual agreement specifying these features (i.e., period of appointment and terms of compensation (if applicable), schedule of appointment/calendar, provision for professional development, expense reimbursement, appropriate work environment,

release time for supervision, and commitment to internships as a training experience);

6. Bi-annual evaluation by the site supervisor of the intern's progress (using forms created by the university).

<u>In return for these services, hosts receive from the UF:</u>
1. The skills, abilities, and human resources of the intern;
2. A tuition waiver for any Florida public university campus for each semester that they serve as a supervisor;
3. Input and contact from university trainers that naturally stems from the activities associated with supervision of an intern.

Important: Students in the SPP *must accept personal responsibility for any injuries they may sustain while performing any required practicum and internship placements*. Neither the school, school district, nor the University of Florida provides workers' compensation for students while they are engaged in field experience, practica, or internships required by the SPP. Therefore, *we strongly encourage all students to maintain health insurance* to cover any injury they might sustain while participating in a required field placement in an educational setting. Should a student be injured while in a required field setting, he or she will not be covered by workers' compensation insurance.

Intern Concerns

Interns are responsible for identifying an internship site, negotiating the terms of the internship, and meeting the demands of the internship as represented in the internship plan and other formal agreements among the university, host, and intern. Although this is a significant responsibility for interns, they are assisted in this process by the SPP faculty member providing university-based supervision of interns and the SPP Director. In a sense, the identification and negotiation process is a supported, supervised "dry run" for the search for employment that follows the internship. *Note: Interns must educate themselves regarding University, Program, and host site requirements and meet these requirements.*

Most interns have little difficulty meeting the diverse and at times competing demands of the university and site host, but an active, vigilant, and informed stance regarding these issues is the best insurance against problems with missed deadlines, misunderstandings, and other unnecessary difficulties.

The internship plan must be individually negotiated to reflect the needs of each individual intern and the intern's host. However, internship plans must have certain features if they are to meet the training needs of the university.

<u>General guidelines for plans include the following:</u>
1. An expected breakdown of intern activities, including:
    a. 75-80% (30-35 hrs/wk) in required job activities;
    b. 10-15% (4-6 hrs/wk) for university responsibilities, such as time off to travel to UF for internship meetings and seminars
    c. 5-10% (2-4 hrs/wk) in professional development activities, such as supervision,

in-service activities, professional workshops, etc.
2. A delineation of work hours (times to begin, end, and working days).
3. A graded course of activities to move the intern from a passive learner to an active school psychologist with full responsibilities for at least one school or segment of a "full load."
4. Clear acknowledgment that the intern, university, and site host will honor and are bound by NASP/NCATE standards for internship and professional conduct.

The SPP provides contracts that interns must use to develop internship plans. Signatures are required from appropriate parties to insure all individuals understand and agree to the internship plan.

University Supervision

The SPP provides supervision of internships via direct contact with interns in individual and group settings, indirect supervision of interns through field supervisors, and regular contacts (by phone and visits) with site hosts. The university supervisor must, at a minimum, insure at least one direct visit with a host supervisor per semester in order to supplement the indirect contact provided by quarterly supervision forms. More frequent contact may be necessary or desirable, and host-initiated contact is always welcomed. The University supervisor may not supervise more than 10 interns at any one time.

Applying for Internships

The internship experience represents the culmination of the student's applied professional preparation in the SPP. Specialist students obtain internships in public school settings. The following are responses to the most commonly asked questions concerning the internship application process.

When should I begin thinking seriously about applying for internships?
Many students worry about where they will intern, almost from the beginning of their first semester in the program. This is partly due to a natural habit of conscientious planning for the future, tinged with unwarranted fears that an internship will be unavailable if early plans are not made. Most internships begin in August. The internship application process follows a natural progression in school psychology programs, and there is no need to worry about this earlier than is necessary. A description of the internship application procedure follows.

For specialist students who are considering an internship in a public school system, the process typically begins in December or January for selection of an internship site to begin the following academic year. School districts in Florida have recently moved to coordinating the interview and selection dates for school psychology interns across the state. Applicants to school-based internships are encouraged to make initial contacts with preferred districts in December, submit application material in January, and complete interviews in January and February. Notification of selected interns typically occurs in March.

How would I know what internships are available?

Some school districts mail official announcements of internship openings to school psychology programs well in advance of the starting date for the internship. The SPP Director and Internship Coordinator disseminate these announcements as soon as they are received on the program listserve, or post them on the program bulletin board in the Department office. Some psychological service directors will advertise openings by informally contacting the SPP by phone. Again, this information is disseminated to potential interns as soon as it is received.

Some students prefer to contact school districts or other internship sites directly to inquire about internship positions and request application materials. This practice is commonplace and is expected by contact persons at internship sites. The program has a directory of phone numbers for psychological service directors in school districts across all Florida counties; this information is generally available on the website for the Florida Association of School Psychologists.

How will I pay for my tuition during the internship year?

The Florida legislature has made it possible for students in school psychology programs to have their tuition fees waived for internship credit hours during all semesters of their internship year, provided that the internship is (a) in a public school system in the state of Florida and (b) supervised by a school psychologist certified by the Department of Education. This policy does not extend to internships in other sites in Florida or to internships in other states. It also does not extend to credits for courses beyond SPS 7949 (6 credit hours) and the associated internship seminar, SPS 7931 (1 credit hour). In the summer before the internship year, the SPP Director submits names of interns and their social security numbers to the department program assistant, who in turn submits this list to the financial services office (S113 Criser Hall). The financial services office processes the fee waivers.

Do internships pay?

There is much latitude in what internship sites offer financially. Some sites cannot offer any financial compensation. However, this does not present a hardship to some students who elect to live with (and are financially supported by) family while working in these settings. Other settings offer payment based on an hourly rate or based on the number of psychoeducational evaluations that are completed by the intern (e.g., case-by-case basis). Most settings will offer stipends ranging from $10,000 to $25,000 for no less than a 10 month per year contract. Some districts include fringe benefits with this stipend (e.g., travel reimbursement, sick days, health/dental insurance), while others do not.

What happens before, during, and after an interview?

Students are required to first obtain approval from the SPP faculty before submitting application materials to a prospective internship site. Students may not request an interview from sites that are not approved by the SPP faculty. Prior to submitting application materials, students must complete the "Request to Apply for Internship" Form which can be obtained from the Graduate Secretary in the Department office. This form asks for information about completion of program requirements, as well as the list of preferred internship sites. To encourage discussions between students and faculty about the selection of appropriate internship sites, the form must be signed by the student's faculty advisor, SPP Director, and the university coordinator of

internship. Once this form is signed, and the list of potential internship sites is approved by all individuals, the student can proceed to submit application materials and schedule interviews.

Before the Interview. Most internship sites require students to submit any or all of the following information: (1) a cover letter, (2) completed application (available from the site), (3) two to three letters of recommendation, (4) a resume, (5) samples of written reports, and (6) transcripts of undergraduate/graduate coursework.

Good cover letters include a clear statement expressing interest in completing an internship at that site. This letter should include a brief description of your specific interests, goals, and expectations for the internship. Ask your advisor or other students to review what you have written before mailing it. Some sites mail a batch of applications to school psychology program directors. These applications are then disseminated to interested students. Other sites may mail applications only upon request. The school psychology faculty are usually the persons from whom students request recommendation letters. Faculty usually mail these letters directly to the internship site.

In our experience, prospective sites are most interested in the evaluation procedures students are proficient in, the types of prior experiences the student has had in practica, and the kinds of special competencies that students may possess. Students should save their best reports written in assessment classes, make any necessary corrections by retyping them (if necessary), delete or fictionalize names to protect the student's anonymity, and prepare them in an attractive binder or clear plastic cover. Specific products from the student's Portfolio will also be appropriate for this purpose. Official copies of transcripts should be requested from the appropriate institution, and not Xerox copies.

During the Interview. Thoughts of interviewing for an internship may cause some students to feel anxious, insecure, and incompetent. Employers recognize that the internship is a learning experience, and they do not expect you to be a "fully formed" professional. Keep in mind that the internship site needs an intern just as badly as you need an internship. Be warm, personable, emphasize your strengths, and display a positive attitude as to your willingness to develop any weaknesses you have. Since they should have reviewed your application materials already, their primary interest is in getting to know you as a person and seeing if there will be a good "fit" between your needs/interests, their needs, and what they have to offer.

You must be on-time for the interview. Both men and women should wear a comfortable suit that is conservative and professionally appropriate. Carry an attractive portfolio or brief case in which you can store (1) a pencil, pen, and notepad on which to write; (2) additional copies of your vita and written reports; (3) other information you received about the internship site, and (4) other materials that may be given to you by the interviewers.

In order to be mentally prepared for the interview, it is helpful to anticipate typical questions that may be asked of you:

a. What is the theoretical orientation of your graduate program? (Usually asked by sites that are unfamiliar with the UF SPP).
b. Describe your practicum experiences.
c. What kinds of experiences are you looking for in this internship?

d. You may be asked "scenario" questions (e.g., how would you consult with a teacher who is having a problem with a young student who is throwing tantrums? How would you evaluate a student suspected of having ADHD?).
e. How would you describe your strengths and weaknesses?
f. Are you interviewing at any other sites?
g. What questions do you have about the internship?

  <u>After the Interview</u>. Thank the interviewers for the opportunity to interview at their site. Do not be afraid to ask the interviewers when they will be making their decision. Make sure that they have your address and phone number where you can be reached.
  If the site selects you as an intern, the following procedures are followed. First, the SPP faculty must approve the internship. Students should not verbally accept an internship until after they have consulted with Internship Coordinator. Second, the program sends a written contract to the internship site that specifies the length and conditions of employment, general responsibilities, supervision requirements, and other matters (if applicable). A copy of this contract is given to you, and the other copy is kept by the SPP. Third, many internship sites have their own employment contracts that may be signed in addition to the UFSPP contract. Students should consult with the University Internship Coordinator if questions arise about any terms of employment for the internship. Internships should be approved – and internship contracts signed by all involved parties – by the end of the spring semester as SPP faculty are not required to be on campus during the summer. Failure to obtain an acceptable internship by the end of spring may delay the start of an internship.

<u>Who ultimately decides where I do my internship?</u>
  The SPP has a strong commitment to pairing students with internship sites in which they will be happy, productive, and supported in developing their professional skills and talents. It is our experience that factors which make internship locations desirable for students are a function of (1) opportunities for professional growth, (2) a suitable match between a student's qualities and those of the internship site, (3) opportunities to fulfill personal and social needs, (4) constraints imposed by family responsibilities, and (5) financial considerations. Assuming that a site accepts you for an internship, every effort is made by the SPP to pair students with their first choices for internship sites.
  However, internship sites differ widely with respect to the quality of supervision and the availability of opportunities to develop important skills. In most cases, students' first choices of an internship site will coincide with a high quality internship experience. In situations in which this is not the case, it is necessary for the SPP faculty to require students to complete internships in locations that may not be their first choices. Students are encouraged to discuss with SPP faculty the specific characteristics that high quality internship sites must possess. In summary, while students are allowed wide latitude in selecting possible internship sites, the final approval for placement ultimately rests with the SPP faculty. All internships must be approved in advance by the internship coordinator and the SPP Director.
<u>What if I want to do an internship in a school district in another state?</u>
  Each year, a number of students complete specialist internships outside the state of Florida. Since school-based internship sites are plentiful within Florida, the SPP encourages

interns to select a site within the state. Nevertheless, we recognize that there may be circumstances that necessitate an out-of-state school-based internship for some students.

The SPP will approve an out-of-state school-based internship only under the following conditions: (1) The circumstances for moving out of state reflect a necessity, and not merely a preference; (2) the host school district agrees to the terms, conditions, and training philosophy of NASP and the SPP (as determined by the program director), and (3) the student will have opportunities for university-based supervision (in addition to the site-based supervision) from a school psychology training program in that state. All three conditions must be met in order for an out-of-state school-based internship to be approved.

How is my performance evaluated in an internship?

The SPP evaluates student performance in their internship by both formal and informal methods. Toward the end of the fall semester (e.g., November), the internship instructor will mail an evaluation form to the student's site supervisor. The site supervisor will complete the evaluation, share the results with you, and have you sign the evaluation. The evaluation will then be mailed back to the SPP. This same procedure will be followed again toward the end of the spring semester (e.g., April). This information, along with other information, will be used to assign a letter grade for SPS 7949 in all semesters.

Students also are required to travel to UF to meet with their university-based supervisor on designated days throughout the internship year in order to complete requirements for SPS 7941 (out-of-state interns will participate in this experience in their state). Attendance and participation in these meetings will be used to assign a grade for SPS 7941.

Informally, the on-site supervisor and SPP faculty may communicate evaluation information by phone (in addition to the formal evaluation described above). This information also will be considered in assigning grades to SPS 7949 and SPS 7941.

CREDENTIALING PROCESS IN SCHOOL PSYCHOLOGY

A degree in school psychology is an integral part of obtaining credentials in the field of psychology and can provide many career opportunities. Credentials can be divided into two categories (certification, license) with each having different requirements and privileges.

Certification involves an application process that requires fingerprinting, criminal records review, verification of employment, passing entry exams, and demonstration of state professional competencies. Some states also offer additional certification as a Clinical Educator to meet requirements for supervision of interns and colleagues. This certification requires completion of a state mandated training program and a competency measure. National certification as a school psychologist can be obtained through the National Association of School Psychologists. This certification provides recognition for professional standards and achievement and requires an application process, verification of supervision, and a passing score on a national exam (ETS-Praxis II in School Psychology). As a graduate of a NASP approved school psychology program, applicants complete a streamlined application process.

Licensure can be obtained as a school psychologist with an EdS degree in school psychology in some states, verification of supervised experience (often 2-3 years), and successfully passing a state mandated exam. Licensure is required for private practice as a school

psychologist and can permit insurance billing, and billable supervision. In addition, some employers grant greater opportunity for advancement and supervision responsibilities with licensure.

Some employers provide income supplements to persons with advanced credentials (i.e., certifications/licensure), especially if the clinician has additional responsibilities (e.g., supervision). Obtaining additional credentials can afford greater competitive advantage when seeking employment, more diverse career opportunities (e.g., school /clinical settings, private practice), and increased expertise. A detailed review of the credentialing process is noted in the Appendix based on the State of Florida requirements. Please note that this process is subject to change and may vary from state to state.

CORE ESSENTIAL REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

The University of Florida's Educator Preparation Programs are committed to preparing high-quality educators who possess the skills and abilities required for professional practice. We are dedicated to preparing these candidates for the complexities of educational environments. Certain core essential requirements ("Requirements") must be met during clinical experiences and throughout the duration of the program. Candidates in the University of Florida's Educator Preparation Programs must perform the Requirements in a manner that does not negatively impact the operation of the placement location, and that supports the learning of the students with whom these candidates are working. In addition to meeting the academic expectations of the requirements, candidates must also be able to perform these Requirements independently. The Requirements described below are the minimum standards that allow candidates to perform at a level that is generally acceptable in their fields. Candidates unable to meet these Requirements will be unable to complete the program and are encouraged to pursue alternate career pathways.

Communication: Skills and abilities required for effective oral and written communication, and interaction with others.

In all field and clinical experiences candidates must be able to:

- Provide and follow written and verbal instructions delivered through a variety of modalities
- Adhere to administrative protocols, including timely communications regarding lateness or absence
- Consult/communicate with instructors, colleagues, supervisors, caregivers, administrators, community stakeholders and students in a professional and timely manner
- Apply effective active listening techniques, effectively provide and receive information and sensitively respond to others in written and oral formats
- Recognize and respond to nonverbal cues and communication, and interpret social cues
- Compose well-written, complete lesson plans that meet district/university standards for use in instruction
- Acknowledge and demonstrate respect for individual differences, values, and opinions

- Modulate communication to support effective working relationships.

<u>Sensory and Motor</u>: Sensory and physical abilities sufficient to execute, perceive, assess, and monitor, and support classroom instruction, and maintain student safety.
In all field and clinical experiences, candidates must be able to:
- Physically maneuver in a variety of school settings including, but not limited to, the classroom, media center, cafeteria, gymnasium, hallways and recreational areas
- Efficiently manipulate a variety of equipment for instruction and management of classroom activities;
- Effectively interpret and respond to requests and instructions from instructors, colleagues, supervisors, caregivers, administrators, students and other stakeholders;
- Adequately respond to all safety procedures (fire alarms, tornado drills and emergency signals) and take appropriate actions;
- Effectively monitor the environment in a variety of school settings to ensure student safety.

<u>Behavioral and Social</u>: Social and emotional abilities necessary to interact with others, respect professional boundaries, and maintain ethical conduct consistent with those who work with and are role models for young people.
In all field and clinical experiences candidates must be able to:
- Exercise sound judgement and maintain professional ethical standards to manage professional responsibilities promptly and safely, including maintaining student confidentiality;
- Acknowledge and respect diverse cultural values and opinions, and treat others - including students, colleagues, caregivers, and supervisors - with courtesy, integrity, and maturity;
- Display flexibility and the ability to adapt to changing environments and situations, while maintaining composure;
- Demonstrate a professional demeanor, even under stress; manage the uncertainties and frequent interruptions that are inherent to educational settings with poise.
- Demonstrate the ability to work independently and collaboratively with others;
- Self-reflect and modify behavior in response to constructive feedback;
- Maintain professional demeanor (e.g., control emotions, be punctual, dress professionally, maintain professional relationships with students)
- Be present during entirety of the sites' contract hours;
- Complete and deliver materials and products (e.g., lesson plans, routine paperwork) as required by the site in a timely way.
- Maintain professionalism when in online environments (e.g., on social media and in email communications)

Recommended Timeline
School Psychology EdS Degree

1. Complete all required coursework during the first two years in the program.

2. Select a faculty advisor to chair your supervisory committee by the end of spring semester of your first year.
   a. Supervisory committee must consist of 2 school psychology faculty members.
   b. See department staff to fill out the form to officially designate your committee. This committee can be changed if needed.
   c. Working portfolio will be reviewed by your advisor at the end of Years 1 and 2.

3. Complete Planned Program of study form by the beginning of the second year.

4. Submit a "Request to Apply for Internship" form to the program director and internship coordinator prior to submitting internship applications (fall or spring of Year 2).

5. Apply for internship end of fall/beginning of spring semester of Year 2.

6. For individuals interested in the doctoral program, apply for a "Change of Terminal Degree" at the beginning of the fall semester of your second year.

   a. Application letter requesting to change from EdS to PhD as the terminal degree, as well as a revised Goals Statement must be delivered to the program director.

7. Begin internship in the fall of your third year.

   a. Portfolio to be completed and submitted to your supervisory committee by the first week of February.
   b. Complete the EdS final oral qualifying examination by meeting with your supervisory committee by the end of February. Specific dates for oral examinations will be scheduled by the program director.

8. Graduate spring semester of third year.

Meet regularly with your faculty advisor
to develop an individual degree plan.

Appendix A

a) Assignment: Complete two case studies (one academic, one behavioral) that demonstrates the professional skills necessary to deliver effective services that results in positive, measurable outcomes for the student. Below is the scoring rubric used to evaluate each case study.

Section 1: Problem Identification

		Needs Improvement = 0	Effective = 1	Very Effective = 2
1.1		☐ The student's behavior is identified but not operationally defined	☐ The student's behavior is operationally defined	☐ The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms
1.2		☐ The problem is not collaboratively defined	☐ The problem is collaboratively defined	
1.3		☐ The behavior is not operationally defined in terms of both current and desired levels of performance	☐ The behavior is operationally defined or quantified in terms of both current and desired levels of performance	☐ The discrepancy between current and desired level of performance is explained
1.4		☐ A baseline for the student behavior is not established or has insufficient data	☐ A baseline for the student behavior is established using sufficient data	☐ Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines
1.5		☐ The student behavior is not identified as a skill and/or performance deficit	☐ The student behavior is identified as a skill and/or performance deficit	
1.6		☐ Parents/guardians and teachers are not involved in the problem-identification process	☐ Parents/guardians and teachers are involved in the problem-identification process	

Rating for 1.0: Problem Identification   **Comments**

☐ Very Effective

☐ Effective

☐ Needs Improvement

☐ Insufficient Information

Section 2: <u>Problem Analysis</u>

	Needs Improvement = 0	Effective = 1	Very Effective = 2
2.1	☐ Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	☐ One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	☐ Hypotheses are generated through collaboration with teacher and/or parent
2.2	☐ Appropriate data are not collected to confirm or reject the hypotheses	☐ There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report	☐ There are multiple sources of data that converge on each proposed hypothesis
2.3	☐ Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	☐ Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	

Rating for 2.0: Problem Analysis   **Comments**

☐ Very Effective

☐ Effective

☐ Needs Improvement

☐ Insufficient Information

Section 3: <u>Intervention</u>

	Needs Improvement = 0	Effective = 1	
3.1	☐ Intervention is not linked to observable, measurable goal statement(s)	☐ Intervention is linked to observable, measurable goal statement(s)	
3.2	☐ Intervention(s) selection is not based on data from problem analysis and hypothesis testing	☐ Intervention(s) selection is based on data from problem analysis and hypothesis testing	
3.3	☐ Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)	☐ Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	
3.4	☐ Intervention(s) is not developed collaboratively	☐ Intervention(s) is developed collaboratively	
3.5	☐ Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified	☐ Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	
3.6	☐ Logistics of setting, time, resources and personnel are not included in the intervention plan	☐ Logistics of setting, time, resources and personnel are included in the intervention plan	
3.7	☐ Treatment integrity is not monitored	☐ Intervention is monitored and data are provided to ensure that it is implemented as designed	

Rating for 3.0: Intervention   **Comments**

☐ Very Effective

☐ Effective

☐ Needs Improvement

☐ Insufficient Information

Section 4: <u>Evaluation</u>

	Needs Improvement = 0	Effective = 1	Very Effective = 2
4.1	☐ Progress monitoring data are not demonstrated on a chart	☐ Progress monitoring data are demonstrated on a chart	☐ Charting includes student performance trend lines, and/or goal lines
4.2	☐ Intervention is not demonstrated to be effective through data comparison	☐ Progress monitoring data are demonstrated to be effective when compared to baseline data	☐ Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings
4.3	☐ Data are not used to inform further problem solving and decision making	☐ Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	☐ Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)
4.4	☐ Strategies for transfer/generalizing outcomes to other settings are not addressed	☐ Strategies for transfer/generalizing outcomes to other settings are addressed	☐ Strategies for transfer/generalizing outcomes to other settings are documented as effective
4.5	☐ Effectiveness of intervention is not shared or communicated	☐ Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	☐ Modifications for future interventions are considered based upon collaborative examination of effectiveness data
4.6	☐ Suggestions for follow-up are not developed	☐ Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	☐ Strategies for follow-up are developed and implemented

Rating for 4.0: Evaluation

☐ Very Effective   ☐ Needs Improvement

☐ Effective   ☐ Insufficient Information

Overall Rating of Comprehensive Case Study

	Needs Improvement = 0	Effective = 1	Very Effective = 2

Appendix B

For each case study, positive impact of both the academic and behavioral interventions must be evaluated as part of the case study. The following is a *non-exhaustive* list of techniques that are sufficient to demonstrate evidence of measurable positive impact. Two applications of complete data on behavioral and academic case studies.

1. Goal attainment scaling
2. Percent of all non-overlapping data
3. Slope of progress
4. Effect size
5. Comparisons of pre and post data
6. Progress monitoring data
7. Individual or group data
8. Improvement rate difference

Fall 2023 Calendar

Dates and deadlines for future terms will be posted to the Graduate School website:
https://catalog.ufl.edu/graduate/calendar/

August 2023

Date	Hour	Event
August 4, Friday	5:00 p.m.	Deadline for requesting transfer of credit (for fall degree candidates)
August 22, Tuesday	5:00 p.m.	Last day for thesis and dissertation students to clear prior to the fall semester with the Graduate School Editorial Office. *See http://graduateschool.ufl.edu/editorial/deadlines for more information
August 22, Tuesday	11:59 p.m.	Registration deadline (Late fee assessed for registrations occurring after 11:59 p.m.)
August 23, Wednesday		Classes start Drop/add starts Late registration starts (Late fee assessed)
August 29, Tuesday	11:59 p.m. 11:59 p.m. 11:59 p.m.	Drop/add ends Late registration ends (Late fee assessed) Deadline to withdraw with no fee liability

September 2023

Date	Hour	Event
September 1, Friday	3:30 p.m.	Fee payment deadline
September 1, Friday	5:00 p.m.	Residency reclassification deadline for receiving the request and all documents
September 4, Monday		No classes – Labor Day
September 8, Friday	5:00 p.m.	Deadline for Graduate Student Records to review/approve S/U Option Application for courses with this grading scheme
September 15, Friday	5:00 p.m.	Deadline to withdraw with 25% refund (W symbol assigned) https://registrar.ufl.edu/services/withdrawals.html
	5:00 p.m.	Degree application deadline for degree award this term www.graduateschool.ufl.edu/graduation/checklists https://one.uf.edu/
September 29, Friday	5:00 p.m.	Last day to submit Transmittal Letter and doctoral dissertation for initial review by Graduate School Editorial Office http://graduateschool.ufl.edu/graduation/checklists

October 2023

Date	Hour	Event
October 6, Friday		No classes – Homecoming Parade (Saturday 10/8 – Homecoming Football Game)
October 12, Wednesday		Midpoint of term Deadline to finalize all data (except Final Exam) in SIS (the Student Information System) for all degree applicants Late degree application deadline for degree award this term https://registrar.ufl.edu/services/degree-application
October 25, Wednesday	5:00 p.m.	Last day to submit successfully defended master's thesis for review by Graduate School Editorial Office http://graduateschool.ufl.edu/graduation/checklists
	5:00 p.m.	Deadline for final exam milestone to be completed in SIS (the Student Information System) for thesis students
	5:00 p.m.	Deadline for thesis students to submit the UF Publishing Agreement in GIMS (the Graduate Information Management System)

November 2023

Date	Hour	Event
November 10, Friday		No classes – Veterans Day
November 17, Friday	5:00 p.m.	Deadline for final exam milestone to be completed in SIS (the Student Information System) for dissertation, non-thesis, project and project-in-lieu-of-thesis students
	5:00 p.m.	Deadline for ETD Signature Pages to be posted in GIMS (the Graduate Information Management System) for thesis and dissertation students
	5:00 p.m.	Deadline for doctoral dissertation students to submit the UF Publishing Agreement in GIMS (the Graduate Information Management System)
	5:00 p.m.	Deadline for thesis and dissertation students to submit final pdf document for review by the Graduate School Editorial Office in order to qualify for degree award this term. No exceptions can be granted. http://graduateschool.ufl.edu/editorial/deadlines www.graduateschool.ufl.edu/graduation/checklists
November 20, Monday	11:59 p.m.	Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.) Last day to withdraw (all courses) without failing grades via ONE.UF https://registrar.ufl.edu/services/withdrawals.html

| November 22-25 | | No Classes - Thanksgiving |
| Wednesday-Saturday | | |

December 2023

Date	Hour	Event
December 6, Wednesday		Classes End
	5:00 p.m.	Deadline for requesting transfer of credit (for spring degree candidates)
	5:00 p.m.	Last day to drop a course and receive W on transcript via college petition to the Registrar, Room 222 Criser
	5:00 p.m.	Last day to withdraw (all courses) without failing grades via College petition to the Registrar, Room 222 Criser
	5:00 p.m.	Deadline for thesis and dissertation students to receive confirmation of Final Clearance status with the Graduate School Editorial Office to remain eligible for a degree award this term. No exceptions can be granted. http://graduateschool.ufl.edu/editorial/deadlines
December 7-8, Thursday-Friday		Examination reading days (no classes)
December 9-15, Saturday-Friday		Final examinations
December 15-16, Friday-Saturday		Commencement Ceremonies[1] See commencement schedule for specific dates: https://www.commencment.ufl.edu
December 18, Monday	12:00pm	Final term grades due
December 19, Tuesday		Degree certification
December 20, Wednesday		Unofficial transcript with grades and remarks available via one.uf

[1] Projected dates. Specific dates and times of ceremonies for colleges and schools will be made available at https://www.commencement.ufl.edu once approved by the University Commencement Committee and as soon as plans are finalized. Please do not anticipate exact dates and times until the website has been updated.

NOTES: All dates and deadlines are subject to change and will be updated accordingly. Up-to-date calendars can be found at https://catalog.ufl.edu/graduate/calendar/

UF Travel

UF GO is single portal for travel creation (airfare, car rental, lodging). The portal is within a system called Concur and is supported by the World Travel Services agency. For more complex travel, you have the option to contact World Travel Services directly. World Travel will _not_ be matching any prices you find from other sites. The idea is for UF to realize the efficiencies of working with one portal (less of your time and administrative staff time) and eventually realize volume discounts by leveraging travel volume data.

Register and take the UF training course UGO100 – Introduction to UF GO (<15 minutes)

NOTE – Airfare, Hotel & Rental Cars MUST be booked through UF GO!! The only exception to booking a hotel outside of Concur is to book at one of the conference hotels (you must provide a list of the conference hotels).

Please email sespecsstaff@coe.ufl.edu for travel information, PRIOR to making any travel arrangements!

Important Links

UF Institutional Review Board (The Behavioral/Non-Medical IRB – IRB02):
https://irb.ufl.edu/irb02.html

UF Travel:
https://learn-and-grow.hr.ufl.edu/toolkits-resource-center/financial-toolkits/travel-and-expense/ufgo/

 Active Shooter Brochure:
https://police.ufl.edu/wp-content/uploads/resources/brochures/Active-Shooter-Guidelines-PDF-Version.pdf

GatorSAFE app:
https://police.ufl.edu/support-services/community-services-division/gatorsafe-app/

UF Emergency Management:
https://emergency.ufl.edu/

Dining on campus:
https://dineoncampus.com/uf/

SESPECS faculty, staff and student website:
https://education.ufl.edu/sespecs/the-team/

SESPECS staff email (to be used for all staff requests):
sespecsstaff@coe.ufl.edu

University of Florida Health & Safety Resources

Disability Resource Center	352-392-8565 accessuf@ufsa.ufl.edu	https://disability.ufl.edu/
Field & Fork Pantry		https://pantry.fieldandfork.ufl.edu/
Gatorwell Health Promotion Services	352-273-4450	https://gatorwell.ufsa.ufl.edu/
Recreational Sports		https://recsports.ufl.edu/
Student Health Care Center	CALL FIRST in order to be seen: 352-392-1161	https://shcc.ufl.edu/
UF Alert		https://ufalert.ufl.edu/
UF Counseling & Wellness Center	352-392-1575	https://counseling.ufl.edu/
UFPD Office of Victim Services	352-392-5648 ovs@mail.ufl.edu	https://police.ufl.edu/about/divisions/office-of-victim-services/
UMatter We Care	352-294-CARE (2273) umatter@ufl.edu	https://umatter.ufl.edu/
University Police Department	Emergency: 911 Non-emergent calls and assistance: 352-392-1111	https://police.ufl.edu/

Alachua County Health & Safety Resources

Alachua County Crisis Center	352-264-6789	https://alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx
Alachua County Sheriff's Office	Emergency: 911 Non-emergent calls and assistance: 352-955-1818	https://acso.us/
Alachua County Victim Services and Rape Crisis Center	352-264-6789	https://alachuacounty.us/Depts/CSS/VictimServices/Pages/VictimServices.aspx
AlertAlachua		https://alachuacounty.us/Depts/EM/Pages/AlertAlachua.aspx
Gainesville Police Department	Emergency: 911 Non-emergent calls and assistance: 352-955-1818 Front Desk: 352-393-7600	https://www.gainesvillepd.org/
Peaceful Paths Domestic Abuse Network	Emergency: 911 Helpline: 352-377-8255	https://www.peacefulpaths.org/

How to Protect Yourself in A Parking Garage

Utilizing parking garages is often a necessity on campus. Following these safety techniques could be your best defense.

- Look around your vehicle for any suspicious activity. If you see someone loitering around your vehicle, walk past until they leave.
- Don't park next to a van's sliding door.
- Change from high heels to low flats or even sneakers when leaving work. They are better to run in.
- At night, leave your office or building in the company of others. Don't leave alone after dark. If possible, have someone from your building security escort you, or call for police assistance.
- Approach your vehicle with your keys already in your hand.
- Do a quick scan of your vehicle's interior before unlocking the door. Be sure to look in the back seat.
- Keep your doors locked and your windows shut.
- Be suspicious of anyone approaching your vehicle, whether passing out leaflets or asking for donations. Always leave the car windows up.
- If you must leave a key with a parking attendant, leave only your vehicle's ignition key. Do not leave anything attached to it with your name and address.

For further information on this or other safety topics please visit
https://police.ufl.edu/resources/ or contact the University of Florida Police Department's
Community Services Division or 352-392-1409.

Fire Alarm/Building Evacuation

When the Building Fire Alarm System Sounds:
- Immediately begin to evacuate the area.
- If accessible, grab important personal items such as keys, purse, wallet and cellphone.
- If circumstances permit, secure your area by closing and locking doors if you would normally do so when leaving for the day.
- Ensure all stairwell doors in your means of egress are also closed.
- As you are evacuating, inform co-workers, students and visitors that they must evacuate immediately.
- If the corridor is filled with smoke, stay low and crawl out. If it is too much smoke or too hot return to your office. Call 911 and inform them you are still in the building, provide them floor and room number. Wait for assistance.
- Once out of the building meet in the pre-designated area.
- Your unit's pre-designated areas should be at least 100' from the building. The area should not block egress from the building or access to the building by emergency personnel or vehicles.
- Attempt to determine if all occupants in your area have evacuated.

Do Not:
- Do not stop to investigate if the alarm is real or false. Always evacuate.
- Do not use the elevator to evacuate the building.
- Do not wait to shut down your computer; however, it is recommended to lock your computer if immediately accessible.
- Do not return to your work area to retrieve personal belongings.
- Do not attempt to extinguish the fire with a portable fire extinguisher unless you have been trained in its use and the fire is small.
- DO NOT RE-ENTER THE BUILDING FOR ANY REASON, until the all clear signal is given.
- As you evacuate the building it is not your responsibility to insure other occupants evacuate. Your own safety is the highest priority.
- Do not open windows or leave doors open to assist with ventilation. Firefighters will ventilate the building if necessary.

To Report a Fire
If you discover a fire in a University of Florida building:
- Pull the fire alarm and call 911.
  TIP – Fire alarm pull stations are normally located near each exit. If the building is not equipped with a fire alarm system, notify other occupants as you exit the building.
- Remain calm while talking to the operator. Be prepared to answer several questions as to location, size of fire, your name, number of persons in building (if known) and any injuries. Remain on the line until the operator is finished.

Link to UF Emergency Management Take Action:
https://www.ehs.ufl.edu/emergencies/fire-alarm-building-evacuation/
Source: UF Environmental Health & Safety