Dear Entering Student:

Welcome to the Winthrop University School Psychology Program. Your admission to the program is indicative of your record of past success, and our belief that you will continue to distinguish yourself in the future. We look forward to working closely with you over the next three years as you grow personally and professionally.

We have designed a program to prepare you to be a competent and successful school psychologist with the abilities needed to positively impact children, youth and families, as well as the schools and other agencies that serve them. The program was also designed to meet national accreditation standards as well as the coursework and internship requirements for state and national certification. The program should prove challenging yet rewarding.

This handbook outlines important program policies and practices. Please familiarize yourself with its content and keep it for reference throughout your matriculation in the program (note, however, that policies are subject to change by the faculty). Along with the Graduate Bulletin, the handbook should serve as a useful guide to your education and training. Please refer to the Graduate Bulletin for academic policies, resources and services applicable or available to all graduate students at Winthrop.

This program handbook, other relevant program materials (e.g., traineeship and internship requirements and forms, evaluation forms, etc.), and links to other references and career sites can be found on our program web site at: www.winthrop.edu/psychology/school.html

We hope that your experiences over the course of the next three years prove personally satisfying and professionally fulfilling. Once again, the School Psychology faculty welcomes you.

Sincerely,

The School Psychology Faculty
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GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

Purpose and Philosophy

The Winthrop School Psychology Program is primarily designed to prepare practitioners who are competent to provide a full range of school psychological services including consultation, behavioral intervention, psychoeducational assessment, research, program planning/evaluation, and counseling. Students are prepared to work with diverse clients from infancy to young adulthood, including those with low-incidence disabilities, and with families, teachers, and others in the schools and community. Opportunities for working under close supervision in rural, suburban, and urban settings are afforded students in the program. Although some of our graduates subsequently pursue doctoral studies, the program has as its primary purpose the preparation of well-rounded professionals for work in the public schools and related settings.

The three-year, full time 72-credit hour program leading to both the Master of Science (M.S.) and Specialist in School Psychology (S.S.P.) degrees utilizes a highly structured, applied, competency-based approach to training. The curriculum is linked to a comprehensive set of objectives that outline knowledge, skills, and dispositions that we believe must be possessed by school psychologists in order to respond effectively to the diverse needs of the individuals and systems that we ultimately serve. Program emphasis is placed on empirically validated psychological and psychoeducational methods which have the greatest potential to lead to positive outcomes for children, youth, and families. A multi-method, multi-source approach to assessment of learning and development helps assure that students attain the competencies needed to be effective school psychologists.

The Winthrop School Psychology Program has been designed to meet national standards of quality and progresses sequentially from foundations courses to methods/practica courses and experiences to a 450-hour traineeship and 1,200-hour internship. The training philosophy of the program emphasizes the importance of integrating knowledge and skills under conditions of strong supervision, support, and collaboration. Completion of supervised fieldwork over the last two years of the program provides for closer integration of didactic and experiential components of the curriculum, more immediate application and integration of skills, and strong involvement of faculty in this critical stage of training. Low student-to-faculty ratios in all methods/practica courses and weekly individual sessions with both faculty and credentialed field supervisors over the course of the traineeship and internship help to assure the monitoring and support needed for students to become competent professionals. Collaboration and cooperation among students are also encouraged as a means of acquiring an appreciation for and benefiting from each other’s diverse characteristics, experiences, and strengths.

Admissions, Enrollment, and Retention

The School Psychology Program admits a select number of students each year who are judged by our admissions committee to have excellent potential for success as prospective school psychologists. The admissions process examines multiple factors, including completion of prerequisite courses (general psychology, child or human development, statistics, research, and tests and measurements), undergraduate GPA, volunteer and/or work experience- especially with children and/or youth, letters of recommendation, GRE scores, written essays, and other factors. Personal interviews are conducted with
all finalists (typically, about one-third of those who apply). Personal/professional characteristics considered important to work as a school psychologist, including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability, are assessed through rating forms completed by references and through personal interviews. Typically, ten students are admitted each year out of 60 to 85 who apply. Over 90% of admitted students complete the program.

Student progress in the program is carefully monitored through a variety of means. Each year, student grades and performance are reviewed by the program director and faculty to determine progress, eligibility for continuation, and the need, if any, for remediation or added support. This assessment examines academic and professional performance, as well as the professional work characteristics needed for successful completion of the program and effective functioning as a prospective school psychologist. Candidates with deficiencies perceived by the faculty to be serious enough to significantly impact their performance and/or potential success as a school psychologist are notified of such by the program director. In such cases, faculty may require the development of a remediation plan, and/or require the successful completion of certain activities designed to remediate the problem as a condition for continuation in the program. The lack of successful completion of such activities may be cause for dismissal from the program.

Key transition points occur at the end of the first year as students transition to traineeship and again at the end of the second year as students transition to internship. Prior to each of these key transitions, program faculty meet to discuss and determine each student’s readiness for the upcoming field experience. If it is determined that a student is not ready for the upcoming field experience, faculty will meet with the student to develop a plan for next steps. Factors that determine readiness include:

1. **First year transition to traineeship**
   - Grade point average
   - Performance on key individual course assessments that most closely relate to the requirements and demands of traineeship
   - Professional work characteristics as observed in classes, field experiences, and (if applicable) assistantships
   - Faculty judgment regarding readiness to be successful in a closely supervised traineeship

2. **Second year transition to internship**
   - Grade point average
   - Traineeship field site supervisor evaluation
   - Faculty supervisor evaluation
   - Evaluation of professional work characteristics
   - Portfolio ratings (by 3rd year graduate students)
   - Comprehensive exam results
   - Faculty judgment regarding readiness to be successful in a supervised internship

   Academic dishonesty, falsification of admissions information, commission of a felony, or similar act which is judged to impair the professional credibility of the individual or program, personal and professional characteristics or lack thereof which are evaluated as being significant detriments to professional functioning, and/or violation of the NASP ethical principles may result in dismissal from the program. The program reserves the right to require students to complete special interventions as a condition for continuing enrollment when such interventions are deemed necessary by the faculty and program director to assure attainment of program goals/objectives and ability to function effectively as a school psychologist.
Winthrop University policy requires graduate students to maintain a 3.0 grade point average in all completed courses to be eligible for degree program continuation and graduation. Those whose cumulative GPA falls below 3.0 are placed on academic probation and are required to restore their GPA to 3.0 within nine additional gross semester hours of graduate work or be dismissed from graduate study.

Individuals are admitted to the School Psychology Program with the expectation that they will complete the full three-year program. However, they must successfully complete all requirements for the M.S. degree, including successful completion of the M.S. Comprehensive Examination, and be approved for degree candidacy in order to be eligible for continuation toward the S.S.P. degree.

Respecialization in School Psychology

Winthrop does not maintain a formal program whereby professionals with prior graduate degrees in counseling, clinical psychology, special education, or other allied fields may “re-specialize” in school psychology, but does give admissions consideration to such individuals on a case-by-case basis. The first step in that process is to conduct a review of the prior coursework, supervised experience, and professional experience of applicants to determine possible equivalency to Winthrop program requirements and state and national certification requirements. Depending on the outcome of that review, individuals with prior graduate degrees may bypass the master’s degree at Winthrop and complete a customized specialist degree program or a program that, in combination with the individual’s prior work, is determined to be the equivalent of the Winthrop program. At a minimum, the specialist degree at Winthrop requires at least 36 credit hours. However, the program of study for individuals with prior graduate degrees often consists of 54-60 hours. Once admitted, all students are expected to complete program requirements and field experiences in the required sequence. All such requirements must be completed in order to be recommended for state and/or national certification.

Program Goals and Objectives/Domains of School Psychology Training and Practice

NASP Domains of Training and Practice

The program has been designed to meet National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology (NASP, 2000), which are approved by the National Council for Accreditation of Teacher Education (NCATE). Those standards include the following “Domains of School Psychology Training and Practice”, which were originally derived from NASP’s School Psychology: A Blueprint for Training and Practice II.

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

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
2.3  **Effective Instruction and Development of Cognitive/Academic Skills**: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

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

2.5  **Student Diversity in Development and Learning**: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

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

2.7  **Prevention, Crisis Intervention, and Mental Health**: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8  **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9  **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
2.10 **School Psychology Practice and Development**: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

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

Domains addressed by particular required courses are summarized in the course “thumbnail” descriptions in Appendix A and in the matrix that appears in Appendix B.

NASP passed a new set of standards for the graduate preparation of school psychologists in 2010. The standards are awaiting NCATE approval. The program has already begun the transition to the new standards and expects to document adherence with them once they are fully approved. To review all the NASP professional standards, go to: http://www.nasponline.org/standards/2010standards.aspx

**Winthrop School Psychology Program Goals/Objectives**

Winthrop School Program goals and objectives for learning and professional development address the NASP domains and guide the preparation of students for the various roles and functions of school psychology practitioners in accordance with the philosophy and purpose of the program. The accomplishment of these goals and objectives is addressed through the sequential components of the curriculum and is monitored through multiple methods of assessment that occur throughout the program. Goals and objectives for the combined M.S./S.S.P. program are described below.

**A. Students will have attained basic level prior knowledge in content areas prerequisite to graduate level study in school psychology.**

Students will have attained prior coursework or substantial equivalent experience in the following areas:

A.1. General psychology  
A.2. Child or human development  
A.3. Experimental/research methods  
A.4. Statistics  
A.5. Tests and measurements

**1. Students will demonstrate core knowledge of psychological foundations.**

Students will demonstrate knowledge of

1.1 Normal and abnormal child and adolescent development  
1.2 Exceptionalities and psychopathology of children and youth  
1.3 Learning theory and applications  
1.4 Social bases of behavior
1.5 Biological bases of behavior
1.6 Human and cultural diversity

2. Students will demonstrate core knowledge of educational foundations and systems pertinent to education

Students will demonstrate knowledge of

2.1 Schools and other settings as systems
2.2 Organization, operations, and policies of schools
2.3 The roles and functions of various professions relevant to the learning and development of children, and of multidisciplinary teams.
2.4 Instructional and remedial methods
2.5 School and community resources for individuals and families
2.6 Alternative approaches to service delivery and accountability

3. Students will demonstrate knowledge of school psychology as a profession.

Students will demonstrate knowledge of

3.1 The history and foundations of school psychology
3.2 Roles and functions of school psychologists
3.3 Standards and ethics applicable to school psychology
3.4 Legislation, litigation and regulations applicable to the practice of school psychology
3.5 Major organizations related to school psychology and their role and function

4. Students will demonstrate the knowledge and ability needed to conduct and report results of valid problem analyses including psychoeducational assessments using a data-based decision-making process.

Students will demonstrate

4.1 Knowledge of important principles and methods of problem analyses and psychoeducational measurement and of selecting assessment methods appropriate for the specific needs of the individual, group, and/or system.
4.2 Knowledge and application of a wide variety of formal and informal strategies of psychoeducational screening and assessment, including behavioral analysis, anecdotal records review, interviews, curriculum-based methods, and verbal and nonverbal psychometric techniques and instruments.
4.3 Ability to conduct problem identification and analysis interviews and associated assessment methods for effective consultation.
4.4 The ability to accurately administer and quantify measures of
  4.4.1 early development
  4.4.2 adaptive behavior
  4.4.3 aptitude/intelligence
  4.4.4 achievement
  4.4.5 sensory/motor ability
  4.4.6 social/emotional functioning
4.5 Ability to plan and conduct valid psychoeducational assessments for individuals aged infancy to adulthood with diverse backgrounds, characteristics, and needs including those with low incidence disabilities.
4.6 Ability to analyze and meaningfully interpret results of problem analyses and psychoeducational assessment in a valid manner which acknowledges the diversity of individuals and the limitations of respective data.

4.7 Ability to directly link assessment results with empirically-based interventions appropriate to the individual, group, and/or system.

4.8 Ability to report, through both written and oral modalities, the results of assessment in a manner that is meaningful to the intended audience and that facilitates appropriate response, intervention, and positive outcomes.

5. **Students will demonstrate the knowledge and ability needed to create goals appropriate to the needs of clients and to plan and implement problem-solving approaches including empirically-based direct and indirect psychoeducational intervention.**

Students will demonstrate

5.1 Knowledge of important theories, principles, and techniques of problem-solving and direct and indirect psychoeducational intervention appropriate to individuals/students, families, schools, and other systems.

5.2 Knowledge and application of behavioral and adaptive intervention methods.

5.3 Knowledge and application of cognitive, motivational, and academic interventions.

5.4 Knowledge and application of psychotherapeutic/counseling techniques including social skills training, cognitive-behavioral interventions, and crisis intervention.

5.5 Ability to provide effective collaborative consultation with families, teachers, administrators, and others at individual and systems levels related to developmental, educational, and mental health needs of children and youth.

5.6 Ability to select and implement on a direct or indirect basis appropriate intervention procedures for cognitive, academic, and affective/social problems.

5.7 Ability to select and implement prevention strategies which promote the psychological and physical well-being of students.

5.8 Sensitivity to individual, familial, and cultural diversity in the selection and implementation of prevention and intervention strategies.

6. **Students will demonstrate the knowledge and ability needed to plan, implement, evaluate, and/or utilize research, evaluation, and technology relevant to the practice of school psychology.**

Students will demonstrate

6.1 Knowledge of the scientific method and its application to psychology and school psychology.

6.2 Knowledge of research and evaluation methods and designs.

6.3 Knowledge of statistical procedures.

6.4 Ability to read, interpret, and critically evaluate psychological and educational research studies.

6.5 Ability to plan, implement, and interpret research/evaluation studies in order to evaluate the outcomes of programs or services to individuals, groups, or systems.

6.6 Ability to write a research and/or program grant proposal.

6.7 Ability to access, evaluate, and use technology relevant to the practice of school
psychology in a manner which safeguards and enhances quality service provision.

7. **Students will demonstrate personal/professional work qualities needed for effective functioning as a school psychologist.**

Students will demonstrate

7.1 Respect for the worth and uniqueness of all individuals, including persons of diverse cultural, ethnic, racial, socioeconomic, and religious backgrounds, and persons with varying sexual orientations, abilities and disabilities.

7.2 The ability to interact effectively with children, adults, and families of diverse characteristics and backgrounds.

7.3 The ability to establish and maintain cooperative and collaborative relationships with colleagues and co-workers.

7.4 The ability to listen well, participate effectively in discussions, and convey information clearly in both written and oral form.

7.5 Other characteristics needed for successful professional functioning, including initiative and dependability.

7.6 Adherence to ethical and legal standards of professional school psychological practice.

7.7 Professional decision-making based on research findings and accepted standards of good practice.

7.8 Propensity toward career-long professional development as indicated by professional involvement and recognition of the importance of continuing professional development.

The goals/objectives addressed by particular required courses can be found in the course descriptions in Appendix A. The program also addresses the “graduate conceptual knowledge base framework” to which all National Council for Accreditation of Teacher Education (NCATE) affiliated graduate programs at Winthrop subscribe. The components of that framework, and the corresponding School Psychology Program courses and experiences are outlined in Appendix M.

**Program Description**

The Winthrop School Psychology Program is a full-time, three-year graduate training sequence, culminating in the Specialist in School Psychology degree (S.S.P.) at the end of three years (72 graduate semester hours). While students are also awarded the M.S. degree at the successful completion of the second year, the M.S. is not a terminal degree. All students are admitted to the program with the expectation that they will complete the full 72-hour sequence of integrated program courses over a three-year period. Completion of the three-year Specialist degree program fulfills the current requirements for certification as a Level II School Psychologist in both South Carolina and North Carolina and as a Nationally Certified School Psychologist (NCSP) through the National School Psychology Certification Board, pending the attainment of a passing score on the Praxis II Exam in School Psychology.

In addition to the coursework and traineeship required for the M.S., each student must also pass a comprehensive written exam, which covers the entire course of study to that point. A portfolio review/oral examination and submission of a Praxis II examination report are required for the S.S.P. degree.
The curriculum includes: Psychological and Educational Foundations, Psychoeducational Methods/Practica, Traineeship, and Internship. The required courses and sequence for the three-year program are summarized in a section below. Course content and assessment components, as well as program goals/objectives and NASP “Domains” addressed by each course, are summarized in Appendix A.

**Prerequisites**

Prerequisites for the program consist of courses or substantial equivalent experience to insure that entering students have an adequate background in psychology and education prior to beginning professional training. Prerequisites consist of: general psychology, child or human development, statistics, research or experimental psychology, and tests and measurements. The tests and measurements course may be taken during the first year of the program prior to taking PSYC 608. Prerequisite courses are not counted toward either the M.S. or S.S.P. degree. Exceptions to this policy are made only with permission of the program director in instances in which a graduate level prerequisite course is allowed to be substituted for a required or elective course the student completed prior to program entry.

**Curriculum**

The curriculum is organized around four major areas: Psychological and Educational Foundations, Psychoeducational Methods, Traineeship, and Internship.

**Psychological and Educational Foundations.** Coursework covers the theoretical foundations of the science of human behavior, and the foundations of education. Psychological foundation areas include human learning/cognition, human development, child and adolescent psychopathology, human diversity, and health psychology and behavioral medicine. Educational foundation areas include exceptional children, multicultural issues, reading, and organization and operations of schools.

**Psychoeducational Methods.** Characterized by a competency-based approach and emphasis on data-based decision-making, coursework in this area involves the acquisition and application of professional knowledge and skills needed to function successfully as a school psychologist. Courses cover diverse models and methods of psychoeducational assessment, behavioral assessment and intervention, counseling and mental health services, research and evaluation, and consultation/indirect services to schools and families.

**Traineeship.** In conjunction with psychoeducational methods courses, students complete a two day per week, 450 hour traineeship in the schools during the second year of the program. This experience includes close supervision by both faculty and field supervisors and includes specific objectives that address school psychology competencies such as assessment, counseling, behavioral assessment and intervention, and consultation.

**Internship.** During the third year, students complete a 1200 hour supervised internship, at least 600 hours of which must be in the schools (a limited number of non-school internship settings are available for up to 600 hours of the total experience). Internships in nearby diverse rural, suburban, and urban settings allow students to practice and integrate the full range of school psychological services under supervision of
credentialed faculty and field supervisors. Students return to the university for faculty supervision and one advanced course taken concurrently with internship each semester.

Thus, four sequential levels of training (foundations, psychoeducational methods, traineeship, and internship) are provided. All psychoeducational methods courses and most other courses are limited to no more than a 10:1 student-faculty ratio to assure that the training experience is individualized and appropriately supervised.

**Required Courses and Sequence**

The Winthrop School Psychology Program consists of an integrated, sequential program of studies and field experiences completed over the course of three years. Except for cases in which credit has been granted for prior graduate work, the program must be completed on a full time basis in the designed sequence. The required courses and sequence is as follows:

**YEAR ONE (Fall)**
- PSYC 512 Exceptional Child 3
- PSYC 515 Health Psychology and Behavioral Medicine 3
- PSYC 604 Advanced Human Development 3
- PSYC 615 Seminar in School Psychology 3

**YEAR ONE (Spring)**
- PSYC 508 Learning: Cognition 3
- PSYC 601 Psychopathology of Childhood and Adolescence 3
- PSYC 607 Curriculum-Based Assessment and Academic Interventions 3
- PSYC 608 Psychological Assessment for Intervention I 3

**Maymester/Summer**
- PSYC 606 Applied Behavior Analysis and Intervention 3
- PSYC 618 Consultation and Indirect Services 3

**YEAR TWO (Fall)**
- PSYC 603 Therapeutic Psychology: Techniques of Counseling and Psychotherapy 3
- PSYC 609 Psychological Assessment for Intervention II 3
- PSYC 613 Advanced Statistics and Data Analysis 3
- PSYC 620 School Psychology Traineeship I 3

**YEAR TWO (Spring)**
- PSYC 611 Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools 3
- PSYC 614 Research Methods and Applications 3
- PSYC 621 School Psychology Traineeship II 3
- CSDV 605 Social and Cultural Issues or PSYC 690 Family Diversity 3

**Master of Science (Non Terminal) Degree Awarded in May**
YEAR THREE (Fall)
- PSYC 612 Psychological Assessment for Intervention III 3
- PSYC 651 School Psychology Internship I 3
- PSYC 652 School Psychology Internship II 3

YEAR THREE (Spring)
- PSYC 625 Advanced Seminar in School Psychology 3
- PSYC 653 School Psychology Internship III 3
- PSYC 654 School Psychology Internship IV 3

Specialist in School Psychology Degree Awarded in May

Supervised Field Experiences

The Winthrop School Psychology Program emphasizes the integration of didactic training and practice with extensive field experiences under close supervision. Field experiences begin during the first year, with course-embedded experiences designed to acquaint students with schools and other organizations, and proceed to a 450 clock hour traineeship during the second year and 1200 clock hour internship during the third year.

Traineeship

During the second year of the program students complete a two day per week, 450 hour traineeship in the schools. In conjunction with the corresponding psychoeducational methods courses, students practice and refine skills in such areas as assessment, counseling, behavioral assessment and intervention, and consultation. This experience includes close supervision by both faculty and field supervisors (all of whom are certified school psychologists) and includes specific objectives that address a full range of school psychology competencies.

Internship

The school psychology internship is the culminating, comprehensive training experience in the program in which students in the third year apply and integrate their theoretical knowledge and professional skills in actual practice. Interns are placed in approved sites for 1200 hours of supervised field experience, and receive at least two hours per week of individual supervision from a certified school psychologist. Each intern meets weekly with both a faculty supervisor (who is assigned to no more than four interns) and a field site supervisor (who is assigned to no more than two interns). Close collaboration occurs between the program and field sites. Although some agencies other than schools occasionally serve as internship site options, at least 600 hours of the internship must be completed in the schools. The great majority of students complete the entire internship in the schools.

Specific activities for each semester of internship are designed to assure successful skill development prior to becoming employable as a professional school psychologist (see Appendix C for a summary of internship activities). Internship activities include both direct services (e.g., assessment for intervention, counseling, and other intervention), and indirect services (e.g., consultation, behavioral assessment and intervention, program planning and evaluation) designed to address program goals and NASP Domains. Internship requirements, practices, and procedures are delineated more completely in the syllabi for internship (PSYC 651/652 and PSY 653/654).
Thus, for each major competency area (psychoeducational assessment for intervention, behavioral analysis and intervention, counseling, consultation, program planning and evaluation), training proceeds from theoretical and empirical foundations to methods/practica to supervised traineeship and internship field experiences to assure the highest level of skill development possible with the theoretical and empirical knowledge necessary for appropriate use of each skill.

Field Placements

Winthrop establishes formal annual traineeship and internship contracts with school districts and agencies in this region for the placement of second and third year students. Typically these agreements are not finalized until the summer prior to fall placement. Participating sites have included Charlotte-Mecklenburg (NC) Schools, Chester County Schools, Fort Mill Schools, Lancaster County Schools, Rock Hill Schools, Cleveland County (NC) Schools, Union County (NC) Schools, and York School District One/York Place. These sites provide a range from rural to urban setting, access to regular education and special education populations, and exposure to diverse client populations.

Student preferences for field placements are solicited each spring for the following year. The School Psychology Program faculty make final decisions regarding placements. For second year students these decisions are based on (a) location of available traineeships; (b) student preferences; (c) minimization of required travel for students; (d) faculty evaluation of how best to match student characteristics and needs with field site characteristics and needs. Third year students will typically complete internship in the same district (but in different schools) as their traineeship, although the preference of the field site and student are very important factors in this determination.

The first and foremost concern of the faculty in selecting and assigning field placement sites is to assure quality training for all second and third year students consistent with the goals and objectives of the program and national standards. Sites must agree to provide a full range of school psychological services as outlined in the program’s traineeship and internship activities for each semester (see respective traineeship and internship syllabi). Sites also agree to pay a stipend to trainees and interns through Winthrop, to provide other resources and opportunities needed for professional growth and functioning, to assist in regular trainee and intern evaluations, and to provide a credentialed school psychologist, or, in some non-school settings, a credentialed psychologist for supervision. Individual student preferences for field placements are strongly considered but never guaranteed.

Internship Binders

Each intern maintains various internship policies and procedures, internship objectives, and various accountability forms for documenting internship activities in a three-ring binder. Internship forms are available for downloading at the program web site. Accountability forms, time logs, and products related to internship (e.g., consultation and counseling summaries, assessment reports, behavior management reports and graphs, etc.) are completed and/or added to the binder as each semester progresses. These internship products and forms should be available for review during each week’s supervisory sessions by field site and faculty supervisors. Interns will also select some products for inclusion in their S.S.P. case study portfolio.
Advising and Registration

Advising
The director of the School Psychology Program will serve as your official graduate advisor throughout your matriculation in the program. Advising will include completion of registration forms and programs of study as well as advice regarding curriculum and career matters.

You will find that all faculty in the program make themselves available to you for personal or professional advising. Please feel free to approach any faculty member with whom you are comfortable to discuss issues of importance to you.

Registration/Academic Records
Graduate students may register for classes by computer through Winthrop’s Wingspan system or through the office of Graduate Studies. During most semesters, your advisor and the Department of Psychology will register you for classes.

Academic records and grades may also be accessed by computer through the Wingspan system. Transcripts are available free to Winthrop students and may be ordered through the office of Records and Registration in Tillman. The Family Educational Rights and Privacy Act protects access to your academic records, but also means that your signature is needed in order for Winthrop to send your records to other schools/agencies. Thus, although you may download the request form you must submit a hard copy with your signature.

Programs of Study
The graduate Program of Study defines the courses required for a degree and serves as a type of “curriculum contract” between the University and you. You must complete a Program of Study, and have it approved by your advisor, Chair of the Department of Psychology, and Dean of Arts and Sciences prior to completing 12 credit hours toward the degree. Additionally, your Program of Study must contain the courses required for the School Psychology Program as outlined in the Graduate Bulletin and this handbook.

Separate programs of study are needed for the M.S. and S.S.P. degrees in School Psychology. These will typically be completed at the time of the annual program orientation and may be revised with the consent of all relevant parties. Programs of study protocols for the M.S. and S.S.P. degrees are shown in Appendix D.

In addition to courses in the Program of Study, attainment of the M.S. and S.S.P. degrees requires the completion of appropriate examinations and reviews. In some rare cases, the program director, with the approval of the program faculty, may require an individual student to complete other requirements deemed necessary for competence and future practice as a school psychologist. If such requirements include completion of a “remedial” course, the course may not, under any circumstances, be counted toward the degree. Likewise, undergraduate courses (at Winthrop, those with designation below 500) may not be counted toward the M.S. or S.S.P. degree.

Residency Requirement/Leave of Absence
Full-time, continuous enrollment/residency (exclusive of summer) is required for the duration of the program. Full-time study at Winthrop is defined as nine graduate semester hours. Exceptions to this policy including leaves of absence or course load reductions may be granted by the program director in cases involving the prior completion of required coursework or medical, personal, or family emergencies.
A request for a leave of absence must be made in writing to the program director. Such requests are then considered by the school psychology program faculty.

**Transfer of Graduate Credit**

A maximum of 12 semester hours of approved graduate work in accredited institutions other than Winthrop may be credited toward a graduate degree. Forms for requesting transfer of credit may be obtained from the Office of Graduate Studies. Requests for transfer of graduate credit must have the written approval of the student’s advisor and Dean of the College of Arts and Sciences. The course level credit will be verified in the Office of Graduate Studies and notification of such will be sent to the student. For students already admitted to Winthrop, this approval must be obtained prior to taking the course.

The first six hours of work on a degree program must be completed at Winthrop University before permission will be granted to enroll in courses at other institutions for transfer credit. This six-hour policy does not apply to graduate work completed at another institution prior to being admitted to a degree program at Winthrop. A graduate student may not transfer credit to Winthrop while the student is on academic probation.

**Responding to the Diverse Needs of Children, Families, Schools, and Society**

We live in an increasingly diverse society and, as school psychologists and prospective school psychologists, are called upon to respond to increasingly diverse needs of children, families, and others in society. Our ability to understand and respond to the needs of those we work with and serve is at the heart of our profession and determines our effectiveness as individual practitioners. The Winthrop School Psychology Program is committed to providing an education that fosters an understanding and responsiveness to human and cultural diversity. The foundation for such an education is a program and department faculty that represent considerable ethnic and experiential diversity. The program also recruits and admits students whose backgrounds, characteristics, and experience provide diversity and opportunities to learn from each other. The collaboration and cooperation (versus competition) that is strongly encouraged in the program help to build on diversity as a strength and promote the unique value and contribution of individuals within a common goal of the study of human behavior.

The program is also committed to preparing school psychologists who have the dispositions, knowledge, and skills needed to work with students, families, and others of diverse ethnic, racial, cultural, and socioeconomic backgrounds, and varying sexual orientation and abilities and disabilities. This preparation begins in our admissions selection process, is addressed in program objectives, and is included in coursework, practica, and internship. Internship and other training experiences in the program include opportunities to work with clients from infancy to adulthood in rural, suburban, and urban settings who display characteristics that range from the most severe, low-incidence disabilities to giftedness, and who vary in racial, cultural, ethnic, socioeconomic, and language backgrounds. Students in the program are highly encouraged to take advantage of opportunities to learn about cultures, races, and other human characteristics with which they are less familiar in order to benefit from the mosaic of people that make up our society and world and attain the preparation needed to work effectively as professionals with all persons.

Please note that the program subscribes to the American Psychological Association’s *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (APA,
1993), which can be found at: http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx. These guidelines are “intended to be aspirational in nature and are designed to provide suggestions to psychologists in working with ethnic, linguistic, and culturally diverse populations” (p. 46).

**Accommodations for Students with Disabilities**

Winthrop University and the School Psychology Program support and comply with the Americans with Disabilities Act (ADA). Accommodations in instructional and/or assessment methods are available in the program for individuals with documented disabilities. Faculty will consider accommodations on a case-by-case basis for individuals whose disabilities require alterations in methods in order to achieve and/or demonstrate the knowledge and skills needed to fulfill program requirements and become successful school psychologists. In order to assure the preparation of individuals who are competent to perform the role and functions of school psychologists, accommodations cannot include the elimination of program objectives, requirements, and expectancies, or deviations that, in the view of the faculty, would be inconsistent with what is typically expected of practicing school psychologists. Please contact the Office of Disability Services or the director of the School Psychology Program if you have a disability that requires special accommodations or if you wish to inquire about university services for students with disabilities.

**Student Grievances**

Program faculty strive to be sensitive and responsive to the diverse characteristics and needs of students in the program while seeking to assure that all students attain a level of competency needed to be effective school psychologists. Hopefully, you will find that faculty instructors and supervisors treat you fairly while challenging you to do your best. If you have a grievance with an individual faculty member, it is usually best to bring it to the attention of that person in an individual conference and attempt to resolve the issue. Unresolved or more serious issues or grievances may be discussed with the program director, the chair of the Department of Psychology, and/or Dean of the College of Arts and Sciences as needed to attain resolution. Students are also referred to the Graduate Catalog for information on University policies and procedures regarding serious grievances.

**Campus Support Services for Individuals and Families**

**Writing Center**

The Writing Center, located at 220 Bancroft Hall, provides a free writing consulting service to all members of the University community. The Writing Center’s purpose is to help writers at all levels learn more about their writing through consultation and tutoring sessions. Call x2138 for an appointment.

**Campus Ministries**

Representing a variety of denominations and faiths, the spiritual needs of many Winthrop students are met through campus ministries and organizations. A full agenda of activities promote fellowship, as well as spiritual and personal growth. There are many programs offered that are suitable for spouses and families as well as students.
**Counseling Services**

Winthrop’s Counseling Services offers individual, couple, and group counseling for an array of problems, including marital problems and substance abuse. The Counseling Services office is located on the second floor of the Crawford Building. Services are by appointment.

**Lois West Center**

Located behind Tillman Hall along “Scholars Walk,” the Lois West Center is a state-of-the-art health and recreation center, with indoor track, pool, fitness center, and other facilities that are free-of-charge to Winthrop students. Family memberships are also available.

**MacFeat Nursery**

MacFeat Nursery is an on-campus day care which provides fee-based child care services for faculty/staff and students. MacFeat is located on the first floor of Withers Hall (the entrance facing Dinkins Student Center).

**Health Services**

Students’ health needs are met by the professional staff of Health Services, which is located in Crawford Building. The doctor and nurses on duty provide acute care on a walk-in basis from 8:00 a.m. to 5:00 p.m., Monday-Friday. Some physician and laboratory procedures involve a charge that is billed to the student. Students must present validated Winthrop identification card and have complete health records on file to receive the service.

A pharmacy is located in Health Services. Medications and prescriptions are available at a reduced fee.

Students are strongly encouraged to be covered by an accident/sickness/major medical insurance policy. International students must provide evidence of having health insurance each semester before registering.

**International Center and International Student Life**

Winthrop University offers support for the unique needs of students from other countries. The Office of International Students is located in Dinkins Student Center. The International Center is located on the second floor of Tillman Hall. These offices help to integrate international students into the university and American society, and advise students on immigration procedures and other matters.

**Minority Student Life**

The Minority Student Life Office in Dinkins Student Center is designed to augment academic, personal, cultural, and social resources and offers programs such as a Martin Luther King Holiday Celebration, Black History Month Calendar of Events, and Celebrating Cultural Diversity, a program designed to create awareness of and appreciation for people from different cultures.

**Public Safety**

The Department of Public Safety is located in the Crawford Building. It is a full-service police agency serving the Winthrop community by providing law enforcement services 24 hours a day, seven days a week. The yellow emergency phone call boxes located throughout the campus connect you to Public Safety in case of an emergency.
**Residence Life**

Winthrop offers full-time students many types of living arrangements to meet individual needs and preferences. Seven campus residence halls and one apartment building offer facilities ranging from traditional halls with community baths to private rooms to modern apartments. Apartments are available for married, international, and graduate students. The office of Residence Life is located on the second floor of Dinkins Student Center.

**Services to Students with Disabilities**

The Office of Disabilities Services, located on the second floor of the Crawford Health Center, serves as a liaison between students with special needs and the university community. This office works individually with qualified students to best address individual situations and needs.

**Wellness Services**

The Wellness Services program is available to help students with health education and health advisement. Classes are available in such areas as nutrition, fitness, and stress management. One-to-one health advisement is also available. For information, contact Health Services.

**Hardship Deferment Policy**

Students experiencing financial hardship based on extraordinary personal circumstances may apply for a deferment of a portion of their current semester academic fee, room and board only. A maximum of 65% of the balance of the above fees, after all financial credits are applied may be deferred. Such deferrals are granted for a maximum of thirty (30) days from the first day of classes.

Applications for financial hardship deferrals may be obtained from the Controller’s Office in 19 Tillman. A small non-refundable processing fee must be paid upon application for deferment.

**College of Education Office of Student Services**

The Office of Student Services in the Richard W. Riley College of Education, Withers Building, assists students in processing the necessary applications and documentation forms needed to apply for State Department of Education certification.

**Financial Aid Office**

The Financial Aid Office in 119 Tillman processes applications for need-based federally guaranteed student loans and for non need-based loans for graduate students.

**Student ID’s**

Student ID’s are needed to access many campus services. ID’s, as well as e-mail accounts, may be obtained in 15 Tillman (the basement floor).
Financial Aid

Sources of Financial Assistance

Winthrop is approved by the State Approving Section, South Carolina State Department of Education, for training of eligible veterans, children of deceased or disabled veterans, and disabled veterans. Winthrop’s Veterans’ Affairs Coordinator is located in the Records Office, 101 Tillman.

Graduate Incentive Fellowships are available on a limited basis for minority students who are residents of South Carolina and who commit to work in South Carolina for at least two years subsequent to degree completion. If you are eligible for this program but do not plan to work in South Carolina following program completion you should not accept an award. Applications are available in the Graduate Services Office in 207 Tillman.

A limited number of small alumni scholarships are also available for those with outstanding qualifications. Applications are available from Graduate Services and should be submitted to the Arts and Sciences Graduate Director or the Office of the Dean. Strong preference is given to first-year graduate students.

Most first year students and all second and third year students receive financial assistance in the form of graduate assistantships, graduate incentive fellowships, traineeships, and internships and associated tuition waivers.

Graduate Assistantship Responsibilities

A graduate assistantship provides support for your education in the form of a stipend and tuition waiver, but also carries important responsibilities. Faculty and staff often rely on graduate assistants for assistance with important department or Program functions. Thus, if you hold a graduate assistantship it is important that you take your duties seriously.

The following are some useful guidelines for graduate assistant duties:

1. It is important to conduct yourself as a professional. This includes dressing appropriately (for most assistantships, “casual business” unless a particular event requires otherwise), interacting appropriately with colleagues, faculty, students, and members of the public, and maintaining confidentiality as appropriate.

2. Your hours will be scheduled around your class times and associated commitments. However, be prepared to work at times that are most helpful to your department or supervisor and to “share” some less desirable work hours with other assistants. (No whining!) Be sure that you arrive for work on-time. If you are sick or are going to be late, please notify your supervisor as soon as possible.

3. Naturally, you will be expected to work during your scheduled hours. Occasionally, free time may be available for studying or working on class or practica-related projects. However, if no work had been assigned on a particular day, you should ask your supervisor or others in the department if there is anything that you can do or help with. It is especially important that you do this before studying or performing other personal activities during work hours.

4. Occasional personal phone calls during work hours are usually fine, but be careful not to abuse this privilege.

5. Check with the department you are working in about making personal photocopies. This is usually fine as long as the department is reimbursed for such copies.
Please check with your particular department or supervisor about policies and duties. An excellent performance as a graduate assistant will help to establish yourself as a conscientious employee and professional and will gain the respect and gratitude of supervisors who may someday be asked to write letters of recommendation for you. The performance of graduate assistant duties similar to those expected during traineeship is also one factor that faculty will take into account when determining student readiness for the traineeship.

**Assessment of Student Learning and Professional Development**

The Winthrop School Psychology Program utilizes a comprehensive, multi-method, multi-source process to assess student learning and professional development and to ensure that all students acquire and integrate the competencies needed to be effective school psychologists prior to graduation. Assessments are designed to address the knowledge, skills, and professional work characteristics contained in both program objectives and NASP Domains of School Psychology Training and Practice. For an analysis of assessment components in relation to NASP domains, see Appendix G.

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 NASP standards. Of course, students would be given sufficient notice of such to properly prepare and complete each component (e.g., approximately a one year notice of changes in portfolio components).

The table below outlines the major components of the school psychology program’s assessment and evaluation system. The sections that follow describe the components of the system in greater depth.

**Overview of School Psychology Program**

**Assessment/Evaluation System**

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>1st Year/Foundations</th>
<th>2nd Year/Traineeship</th>
<th>Internship</th>
<th>Culminating</th>
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<tbody>
<tr>
<td><strong>Individual Assessment</strong></td>
<td>-Review of Candidate: GPA</td>
<td>-Course-embedded exams papers reports observations case studies</td>
<td>-Intern performance appraisals (2), including professional work characteristics evaluation</td>
<td>-S.S.P. Portfolio Review/Oral Exam</td>
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<tr>
<td></td>
<td>GRE scores references/ratings interviews essays experience</td>
<td>-Trainee performance appraisals (2), including professional work characteristics evaluation</td>
<td>-Comprehensive Exam</td>
<td>-Praxis II Exam</td>
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<td></td>
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<td>-Mini portfolio</td>
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<td></td>
<td>-Technology Competencies Rating</td>
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<tr>
<td><strong>Program Evaluation</strong></td>
<td>-Summary of applications/admitted student credentials</td>
<td>-Student evaluations of courses/instructors</td>
<td>-Evaluation of intern supervision/field site</td>
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Entry Level Assessment
Entry-level measures include evaluation of prior academic performance (including five prerequisites), evaluation of relevant experience, ratings/recommendations of references, written statements of goals, standardized test scores (GRE general examination), and (for finalists) a personal interview with the faculty admissions committee.

Course-Embedded Assessment
Student assessment methods in individual courses include written examinations, reviews of presentations, reviews of research papers and other written products, and similar methods. Methods/practica courses utilize methods to assess the application of knowledge and performance-based measures to assess the attainment of skills in such areas as consultation, assessment, counseling, and behavior management. Such methods include videotaping, audio recording, review of written products, and direct observation. Course-embedded assessment methods are outlined in the chart in Appendix A.

Professional Work Characteristics/Dispositions Appraisal
Certain professional work characteristics are critical to the success of school psychology students and to the effectiveness of school psychologists. An initial assessment of such characteristics/dispositions occurs via rating forms completed by references and via interviews conducted as part of the admissions process, and informally during the first year. Assessment by faculty and field supervisors occurs during traineeship and internship. Recommendations for improvement, if any, are shared with students. However, serious issues regarding professional work characteristics can be the basis for a student’s not progressing to the next stage of preparation or for not earning a satisfactory grade for traineeship and/or internship, and may even be cause for dismissal from the program (see section on Selective Admissions, Retention & Enrollment Process).

Technology Competencies
Technology is increasingly important to the role and function of school psychologists and to their ability to effectively serve the needs of children and youth. The ability to access, use, and evaluate technology is addressed through a variety of program components beginning in the first semester and continuing through internship. The assessment of technology competencies occurs in individual courses, but a comprehensive review is as part of the second year mini-portfolio and third year portfolio (see Appendix I).

Traineeship and Internship Performance Appraisals
Multiple performance assessments are completed over the course of the traineeship and internship. In addition to reviews of products and processes conducted as part of weekly supervision by faculty and field supervisors, performance appraisals are completed (one each semester) by field and faculty supervisors for each trainee and intern. Results are shared with each student and are used as a basis for planning subsequent activities that build on strengths and/or address areas of improvement needed to deliver a comprehensive range of effective services.

M.S. Comprehensive Examination
A passing score on a comprehensive examination administered in the early Spring of the second year is required for the M.S. degree, and for continuation to the S.S.P degree and corresponding
The M.S. exam focuses on core competency areas related to program objectives, and on the integration and application of those competencies. Areas covered on the exam, and the courses that serve as primary sources for those areas, are summarized below:

<table>
<thead>
<tr>
<th>M.S. Comprehensive Exam Area</th>
<th>Primary Didactic Sources:</th>
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<tbody>
<tr>
<td>Cognition and learning</td>
<td>PSYC 508; PSYC 606</td>
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<tr>
<td>Human development and exceptionalities</td>
<td>PSYC 604; PSYC 512</td>
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<tr>
<td>Home/school/community consultation</td>
<td>PSYC 615; PSYC 618</td>
</tr>
<tr>
<td>Academic/cognitive assess &amp; intervention</td>
<td>PSYC 608; PSYC 607</td>
</tr>
<tr>
<td>Behavioral/social assess &amp; intervention</td>
<td>PSYC 609; PSYC 606</td>
</tr>
<tr>
<td>Counseling/mental health</td>
<td>PSYC 603; PSYC 515</td>
</tr>
<tr>
<td>School organization, policies, climate</td>
<td>PSYC 615; PSYC 512</td>
</tr>
<tr>
<td>Legal/ethical issues</td>
<td>PSYC 615</td>
</tr>
</tbody>
</table>

It should also be noted that virtually all areas above are an important part of PSYC 620 and PSYC 621.

Comprehensive exam questions are graded on the following scale:

4 - Excellent /Demonstrates commendable ability
3 - Good/Demonstrates ability consistent with competent school psychology practice
2 - Fair/Demonstrates minimal competency but lacks some important components
1 - Very Poor/Demonstrates lack of competency

Two faculty members (one of whom is usually the person who wrote the question) use a predetermined scoring rubric to grade each exam question independently without knowledge of the grade assigned by the second evaluator, of student identity or of grades on other questions. Students receive the higher of the two grades yielded by this “double blind” procedure. An average of three points per question constitutes a passing grade (e.g., a score of 18 if six questions are administered).

The great majority of students pass the comprehensive exam. In the event that a student does not achieve a passing total score, faculty will require a retake of parts or all of the exam. Prior to the retake, the student will meet with the program director and with faculty who wrote and graded questions in order to receive feedback and suggestions for exam preparation. A retake must be completed within one calendar year at a time mutually agreed upon by the student and program director. Less than a passing grade on the second examination will terminate the student’s enrollment in the program.

Sample questions and scoring rubrics for the M.S. comprehensive exam are available in the School Psychology Resource Center. The program director or other program faculty are available to advise you on exam preparation.
S.S.P. Portfolio/Oral Presentation/Examination

The requirements for the S.S.P. degree include a combination portfolio review and oral “defense” with faculty. The portfolio is to include case study information and corresponding written products selected as samples of each student’s “best work” in selected areas of professional practice and demonstrated ability to provide services that positively impact children, youth, families, and schools.

The portfolio should include the following:

1. **Current Vita or Résumé.**

2. **Personal Statement.** A one–two page statement addressing your philosophy of school psychology practice and your short-term and long-term professional goals. Please provide details regarding your continuing professional development plan.

3. **Technology Self-Assessment Summary**

4. **Individual Assessment Case Study.** This case study should include all assessment components necessary for problem-solving—that is, to respond to referral questions and develop and implement appropriate recommendations. A variety of assessment measures should be utilized as appropriate but it is expected that the case will demonstrate your skills with typical norm-referenced measures. Your assessment should include interviews and a record review which are then integrated into the background section in your report. An integrative summary of all assessment results will be expected. Practical evidence-based recommendations that address referral questions and are based on your assessment results are a critical requirement of this case study. Consultation with teachers and parents to assist them in implementing your recommendations is expected and should be documented along with your follow-ups on the case.

The case study report should include copies of materials which could help the faculty understand the case (e.g., referral forms and test score summary pages) as well as a copy of your psychological report. Please prepare an overall case summary to include information not in the psychological report. For example, pre-referral interventions, if any, could be summarized along with your efforts to assist teachers and parents in implementing the recommendations in your report. **Follow-up data on your client’s academic and/or social performance are required and should include specific examples of your post-evaluation involvement, e.g., consultation for intervention implementation, progress monitoring, and/or behavioral/social interventions.**

5. **Individual or Group Counseling Case Study Report.** This report should include an introduction in which you provide relevant background information and history of your client(s) and define the presenting problems in behavioral terms. You should document your use of the BASIC-ID multi-modal framework for assessment, goal setting, and intervention choices. It is expected that a multi-modal analysis will result in a multi-modal intervention. The report should include a session by session summary of your regular counseling progress notes and a summative report addressing the impact of the counseling intervention on the client’s functioning in school and/or at home. It is important that some outcome measures be presented in behavioral terms and include data.

6. **Behavioral Problem-Solving Case Study Report.** This report should document a comprehensive behavioral intervention for a student, class or school for problems with social behavior. The intervention should include both direct and indirect services as appropriate. Intervention development must include screening interviews and observations, baseline data
collection, and a functional analysis. Intervention components should address antecedents, target as well as replacement behaviors, and consequences as appropriate. Ongoing data collection and revision of interventions as necessary is expected. Your summative evaluation should address the overall impact of the intervention on the client’s functioning in school and/or at home. Reports should include graphs of baseline, intervention and follow-up data. Samples of any contracts, data forms, reinforcers, etc. may also be included in portfolios.

7. **Academic Problem-Solving Case Study Report.** This report should document a consultation case in which you formally and systematically provide indirect services at the student or class-wide level. Your case study report should document the application of a comprehensive problem-solving model such as the one utilized in PSYC 621. It should include a introductory background section, problem identification, data collection, problem analysis, goal setting, intervention development and implementation, progress monitoring and formative evaluation. In addition, please collect and present current data on the reading and writing skills of the children (as many as possible) with whom you intervened last year.

**General Guidelines:**

- *At least one multi-tiered intervention project must be included for either requirement 6 or 7.*
- **Case Selection.** Candidates are advised to select cases and projects for this portfolio which allow them to demonstrate their skills and meet all of the specified requirements. For example, a relatively routine administrative reevaluation of special education eligibility may not be the best vehicle with which to demonstrate your skills at problem solving.
- **Format.** Rather than provide guidance on the length of case study reports, the faculty advise that you document all required components. Portfolios should be submitted in a 3-ring binder with appropriate dividers. Please do not use plastic sleeves for any materials which do not require their use. Two copies of your portfolio should be submitted by the deadline listed in the annual School Psychology Program calendar. One copy will be returned to you after the oral and one will be retained by the program. You should also bring a copy of the portfolio and any relevant notes or other materials for use during the oral examination. Although sample portfolios are available for review in the School Psychology Resource Center, they may represent previous portfolio requirements and should not be regarded as ideal models for your portfolio.
- **Confidentiality.** All personally identifying information must be deleted from your reports and protocols. Please use a word processor’s search and replace function to change students’ and parents’ names to fictitious names, and write “Fictitious Names Used” at the top of each report.
- **Preparation.** Once selected, cases to be included in the portfolio should not be discussed with faculty in preparation for the oral.
- **Deadline/Schedule.** You will schedule an individual, 90-minute appointment with two faculty (not to include your faculty internship supervisor) approximately a month prior to the review. A copy of your portfolio should be delivered to each of the two by the deadline in the School Psychology calendar. Faculty will read and score (on a preliminary basis) the case studies in the portfolio. The day of the scheduled review, you will meet with the two faculty to discuss the cases and answer questions. Referring to written materials as necessary, you should be prepared to respond to faculty questions about your work and, if necessary, explain your decision making
processes. You should expect that the discussion of outcomes will focus on positive outcomes for children, youth, families and schools brought about through the provided services.

The faculty reserves the right to change portfolio requirements for a given cohort of students at the onset of their internship year.

Portfolio Evaluation

- **Grading and Rubric.** Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:
  1 = **Below Criterion:** Candidate does not yet meet expectations for the specialist level of training or entry into the profession without more practice and supervision.
  2 = **Meets Criterion:** Candidate meets expectations for the specialist level of training and entry level competency in the profession.
  3 = **Exceeds Criterion:** Candidate exceeds expectations for specialist level training and entry level competency in the profession.

  Please refer to the *Portfolio Case Study Scoring Rubric* in Appendix H for additional details regarding report contents and scoring criteria. Candidates should understand that the portfolio is graded on a criterion-referenced basis and is intended to assess skills required for entry into the profession.

- **Total Score Needed to Pass.** Students will receive the higher of the two raters’ scores for each component and must have an overall average of 2.0 or high to pass the SSP portfolio requirement. (Note: Reviewers may use .5 ratings, which extend the rating scale to 3.5.) In the event that a candidate does not pass the portfolio/oral, faculty may require that the candidate re-do the portfolio, the oral questions, or both (or some portion thereof). Less than a passing grade on the re-take of the portfolio/oral will terminate the candidate’s enrollment in the program.

**Second Year Portfolio Review**

A preliminary second year portfolio review is conducted each spring by third year students working in collaboration with the PSYC 625 instructor. This provides second year students with a portfolio review experience that should be helpful in preliminary planning for their eventual S.S.P. review and provides third year students with experience in supervision and evaluation. The second year portfolio should be submitted to assigned reviewers by the due date listed on the School Psychology Program annual calendar and should include the following:

1. A current vita or resume;
2. Individual assessment case study focusing on an academic/cognitive issue. This case study should include all assessment components necessary for problem-solving—that is, to respond to referral questions and develop and implement appropriate recommendations. A variety of assessment measures should be utilized as appropriate but it is expected that the case will demonstrate your skills with typical norm-referenced measures and criterion or curriculum-based measures. Your assessment should include interviews and a record review that are then integrated into the background section in your report. An integrative summary of all assessment results will be expected. Practical evidence-based recommendations that address referral questions and are based on your
assessment results are a critical requirement of this case study. Consultation with teachers and parents to assist them in implementing your recommendations is expected and should be documented along with your follow-ups on the case.

The case study report should include copies of materials which could help the reader understand the case (e.g., referral forms and test score summary pages) as well as a copy of your psychological report. Please prepare an overall case summary to include information not in the psychological report. For example, pre-referral interventions, if any, could be summarized along with your efforts to assist teachers and parents in implementing the recommendations in your report. *Follow-up data on your client’s academic and/or social performance are required and should include specific examples of your post-evaluation involvement, e.g., consultation for intervention implementation, progress monitoring, and/or behavioral/social interventions.*

3. A behavioral analysis/intervention written summary with corresponding data sheets and materials;

It is important that all identifying information be removed from reports and protocols or changed to fictitious information to protect confidentiality. If you choose to substitute fictitious names, please indicate so prominently on the first page of the report (e.g., write “Fictitious Names Used”).

The second year portfolio will be rated using the same scale and criteria as for the S.S.P. portfolio. Grades will not be recorded in official student records, but will be shared with the graduate advisor and faculty.

**Course Grading/Attendance Policy**

Grades for courses taken for graduate/program credit are as follows:

- **A** - Excellent (4 quality points)
- **B** - Satisfactory (3 quality points)
- **C** - Passing (2 quality points)
- **F** - Failure (0 quality points)
- **S** - Satisfactory (equivalent to B or above)
- **U** - Unsatisfactory
- **I** - Incomplete (used as a prefix to the grade the student will receive if work is not completed within one year or by an earlier date specified by the instructor)
- **N** - No grade

Consistent with a decision by the Winthrop Graduate Council, faculty in school psychology courses will begin using a plus/minus grading system beginning in 2011-2012.

Grades in psychoeducational methods/practica courses in the School Psychology Program (PSYC 603, 606, 608, 609, 611, 612, 618) are typically limited to A, B, or F (unless an “I” is given in unusual circumstances). Grading in traineeship and internship courses is on an S/U basis.

Although student grades are based on performance, attendance in classes is very important to attaining and demonstrating the knowledge and skills needed to be an effective school psychologist. Attendance in traineeship and internship is especially important, and absences (except for professional
development opportunities approved by the field site supervisor) must always be made up in order to assure appropriate attainment of skills, provision of services, and the completion of required hours and objectives.

**Praxis II Examination in School Psychology**

*Students must take the School Psychology Examination of the PRAXIS II Series, administered by the Educational Testing Service and submit a copy of score reports as one requirement for PSYC 625 (Advanced Seminar in School Psychology). A “passing” score on the Praxis II is required for school psychology certification in North and South Carolina and for NASP’s Nationally Certified School Psychologist (NCSP) credential. The score required for South Carolina and for the NCSP is 165. Most candidates take the Praxis II in the summer prior to their third year, which allows for a re-take in the fall or spring should that be necessary.*

Registration materials for the Praxis II are available from the Office of Graduate Studies in Tillman 209, or at the ETS web site at [www.ets.org](http://www.ets.org). When you register for the test, you should list as a score recipient any state in which you intend to apply for certification, as well as NASP (assuming you intend to apply for NCSP, which the great majority of our graduates attain). *A copy of your own score report from ETS (including category or subtest scores) must be given to the PSYC 625 instructor to satisfy program requirements.* A manual containing information on the test and tips on how to prepare for it is in the School Psychology office. Additional tips can be found in the student section of the NASP website at [www.nasponline.org](http://www.nasponline.org).

**Positive Impact on Students and Other Clients**

*The program’s ultimate goal is to prepare graduates able to provide a wide range of school psychological services that positively impact children, youth, families, and other clients. To this end, assessment of candidates--particularly in latter stages of the program--emphasizes their impact on those they serve. Positive impact on clients is an important aspect of internship evaluations and the assessment of portfolio cases.*

**Program Evaluation and Improvement**

The comprehensive, multiple measures of student assessment conducted throughout the program serve as primary means for evaluating program quality. Results of such measures as comprehensive examinations, internship evaluations, portfolio reviews, and alumni follow-ups are reviewed each year by program faculty, and discussed in terms of their possible implications for the quality of preparation provided.

Student and alumni perceptions and feedback regarding program preparation and quality are also gathered. Students evaluate the quality of instruction and content in each course taken using a standard department evaluation form. Four times over the course of the two-year field experience students complete an evaluation of their supervision and field site experiences. An exit program evaluation survey is also completed by each student prior to graduation. The University periodically surveys alumni of all degree programs in order to obtain alumni perspectives and suggestions for improvement. Additionally, the School Psychology Program conducts periodic surveys of employers/supervisors of graduates.

The results of multiple student assessment and program evaluation methods are analyzed and interpreted by the program director and faculty in terms of their implications for the quality and breadth
of preparation provided in the program. Program improvements are made virtually every year based on these results.

Program Approval/Accreditation

The three-year School Psychology Program is approved by the National Association of School Psychologists (NASP) and the South Carolina State Department of Education. The next NASP review of the program is scheduled for 2012. Program graduates, pending the attainment of a passing score on the ETS Praxis II Exam in School Psychology, qualify for certification from the National School Psychology Certification Board and from the great majority of states, including North and South Carolina.

Winthrop University is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for Accreditation of Teacher Education (NCATE).

Professional Development, Responsibilities, and Opportunities

Professional Development and Involvement

School psychology faculty members are professionally active at the local, state, and national levels, mentor and support the professional development of students, and encourage the professional involvement of students and program graduates. Students are strongly advised to become members of NASP and of the state affiliate organization (e.g., the South Carolina Association of School Psychologists or the North Carolina School Psychological Association). NASP and SCASP membership information is typically distributed to students at the program orientation session held each August. Students may contact NASP through the website at www.nasponline.org or by calling 301-657-0270. They may contact SCASP at 800-303-2309. They may also wish to consider student membership in the American Psychological Association (APA), the Council for Exceptional Children (CEC), or other national, state, or local organizations which represent the interests of the profession and advocate for the needs of the children, youth, and families that school psychologists serve.

The Winthrop program is a participant in the National Association of School Psychologists (NASP) Student Leadership Group. Winthrop students and faculty select a rising second year student to serve a two-year term to the NASP group. That representative is expected to keep all students informed of NASP Student Leadership Group activities and opportunities and to attend (with some program support) the annual NASP convention.

All students are required to attend a state school psychology association meeting or workshop as part of the School Psychology Seminar class (PSYC 615) during their first semester and are encouraged to attend other meetings and events sponsored by school psychology organizations and related organizations and agencies. Students in our program regularly attend meetings of the North and/or South Carolina school psychology organizations and, depending on the location and associated travel costs, have often attended NASP’s annual convention (as many as 13 students have attended in one year). Attendance at such meetings provide opportunities for professional development, for interactions with colleagues and experts in the profession, and for making “connections” with those in the field.

The Winthrop School Psychology Program considers continuing professional development to be critical to the effectiveness of practicing school psychologists. It encourages students to develop an appreciation for the importance and value of such development while still in the program and supports continuing professional development through co-sponsorship of CPD workshops and courses with the
South Carolina Association of School Psychologists school psychology organizations. Nationally and regionally renowned experts conduct many of these workshops and courses. Although CPD workshops and courses are intended for certified or licensed persons and may not be taken for degree credit, student participation is allowed and encouraged. Most CPD workshops/courses are offered in conjunction with Fall and Spring SCASP meetings. However, Winthrop also sponsors on-campus continuing professional development activities as well as CPD and special topic courses with area school districts. Winthrop is an approved CPD sponsor for the South Carolina Board of Licensed Professional Counselors, Marriage and Family Therapists, and Psychoeducational Specialists.

**Ethical Conduct**

Professional ethics are extremely important in school psychology in that they serve to assure service quality and to protect clients from potentially harmful practices and conflicts of interest. It is necessary for each student to become very familiar with relevant standards for professional practice/ethics during the first year of study. NASP’s *Principles for Professional Ethics* standards may be found at [http://www.nasponline.org/standards/2010standards.aspx](http://www.nasponline.org/standards/2010standards.aspx). These standards, and other standards and laws relevant to the practice of school psychology will be reviewed in PSYC 615 and in other courses in the program. Adherence is expected of all students and is especially relevant to traineeship, and internship activities. *Ethical misconduct is viewed seriously by faculty, and violations may constitute grounds for dismissal of the student from the program.*

**Student Employment as a Psychologist**

Second and third year students in the program sometimes have opportunities to provide school psychological services to individuals and agencies on a part-time, fee basis. Because the practice of psychology in the Carolinas is governed by both certification (for public school settings and for some other agencies) and licensure (for private practice), employment which involves the use of school psychological skills must be approached with an eye to the legal and ethical issues related to our profession. A graduate student who is considering possible employment as a psychologist while in the program should notify the program director in writing of the employment request. *Permission of the program director is required for all employment using school psychological skills whether during the summer or academic year.*

The program often receives referrals from individuals, families, or organizations seeking psychoeducational assessment services. These cases often represent both a need that has not or cannot be met through other means (e.g., the individual does not qualify for services through existing mechanisms or the family cannot afford to pay the going rates for private services) and a training opportunity for students. Faculty attempt to assist all referred individuals regardless of the ability to pay. This may sometimes be accomplished by having students provide no-fee assessment services under faculty supervision in one of the assessment courses. Other assessments may be provided at a reduced rate by interested second and third year students working under faculty supervision. In all instances, the person conducting the assessment must be a current student in the program and the faculty member providing the supervision must be appropriately credentialed for such practice.

Once students graduate, any professional services provided are no longer considered part of their training or the responsibility of Winthrop University and its School Psychology Program. Program graduates must comply with all relevant credentialing requirements for the work they are doing. If accepting fees from individual parties, this typically means that they must possess, or be supervised by a
professional who possesses a license as a Psychologist or (in SC) Psycho-educational Specialist. If graduates seek faculty supervision for such work both parties do so as individual professionals, not program students or representatives.

**Liability Insurance for Trainees and Interns**

*All trainees and interns are required to have $1,000,000 in student liability insurance.* Such insurance is available at very reasonable member rates through NASP. While legal action against an intern is unlikely because of frequency and intensity of supervision, such insurance coverage is inexpensive, will protect the intern from professional liability claims which arise, and is required as part of our contracts with field sites. Liability insurance information is available through the NASP web site ([www.nasponline.org](http://www.nasponline.org)). *Rising second year students should apply for liability insurance in the early summer prior to the start of internship to assure adequate time for the application to be processed.*

**Professional Credentials and Employment**

**State Certification for Practice in the Schools**

State departments of education or a similar agency associated with the state department of education typically regulate the practice of school psychology in public schools and issue a credential (usually called a “certificate”) for such practice. Exceptions are in states such as Texas and Maine, where the state board of psychology issues the credential for the practice of psychology in the schools.

Some states, including SC require school psychology interns to have a provisional or temporary certificate in order to complete an internship in the schools. Winthrop students must apply for a provisional certificate, which includes submitting an application, criminal background check fingerprint card, transcripts of all graduate work, and letter of verification and recommendation from the program director. The application is typically completed in May of the second year to allow enough time for it to be processed by the start of the internship in August.

At Winthrop, the Richard W. Riley College of Education Office of Student Academic Services processes applications for state departments of education (or similar agency) credentials. *This is the only Winthrop office authorized to verify completion of an approved teacher education certification program (including school psychology). It will thus waste time to send any such forms to the Psychology Department.*

The fact that Winthrop school psychology students have already obtained a provisional certificate in order to complete their internship makes the process of applying for a full South Carolina certificate much easier once students complete the program. It also tends to facilitate the process of applying in other states, if for no other reason than familiarity with the process. The first step in the process of applying for a state certificate are to have a copy of your final Winthrop transcript (showing completion of the specialist degree) sent to Ms. Suzy Baldwin in the College of Education Office of Student Services, and then follow up to let her know which state(s) you wish to apply in. The office keeps applications for SC and NC. You will need to obtain application forms for other states to which you want to apply. It will also be necessary to have ETS send a Praxis II score report to any state that requires it.

If you are seeking credit for prior teaching or school psychology experience (including the internship) you will need to complete a separate form available from most state departments of education specifically for that purpose. Some states also grant credit for prior work done in human service or mental
health agencies. Additional credit granted on the certificate usually translates to higher starting salary, so it is in the applicant’s best interest to document prior experience. The best time to do this when you first apply for a certificate, but not doing so doesn’t prevent you from applying for such experience credit later. A representative of the district or agency in which you completed the work usually signs the documentation form, although in the case of internships the program director’s signature may be acceptable. In other words, neither the verification of program completion nor the verification of prior experience form is signed by any faculty in the school psychology program.

Richard W. Riley
College of Education
Office of Student Services

Contact Information:

Suzy Baldwin
144 Withers
(803) 323-4750
E-mail: baldwins@winthrop.edu

Links to the certification requirements for 50 states may be found at:
http://www.uky.edu/Education/TEP/usacert.html

To obtain the school psychologist regulations for a particular state, use the link above to find the state regulations and then search for “school psychologist” by using the table of contents or the site’s search engine.

It is worth noting that employers (e.g., school districts) will offer out-of-state applicants positions based on the assumption that they will qualify for a state credential. In such cases, the professional may be given a certain period of time in which to obtain the needed credential. Sometimes, school districts will assist those they have hired obtain the necessary certificate or license.

Nearly all states now recognize and certify graduates of NASP approved or NCATE nationally recognized programs (NCATE grants national recognition to programs in NCATE-accredited institutions that are approved by NASP). About 25 states recognize the NCSP (see below), and a few require NCSP or graduation from a NASP approved program or the equivalent.

The Praxis II Exam in School Psychology administered by Educational Testing Service (ETS) is the most common test required for school psychology certification. The test was revised and “re-calibrated” in 2008. The previous pass score for national certification was 660. It is now 165 (which is equivalent to the old score of 660 and represents the 25th percentile). States using the Praxis II set their own pass scores. No states require a score higher than that for national certification, but some states have lower pass scores. Praxis II test scores remain valid for nine (9) years after the test.

A few states (e.g., Illinois) have their own test, which may be waived for those who have graduated from a NASP approved program or who hold the NCSP. Some states have no exam requirement.

National Certification

National certification serves to signify that the quality of the professional’s preparation, and the outcome of that preparation in terms of knowledge and skills relative to national standards. National certification may also facilitate getting a state credential. In a few states and school districts, it may also
be linked to a higher salary or bonus. It tends to be easier to gather the documentation needed to apply for national certification immediately upon completion of a program, especially if the program requires that students take the Praxis II in School Psychology as a program requirement.

The Nationally Certified School Psychologist credential, or NCSP is administered by NASP. It requires completion of a NASP approved program or the equivalent, completion of an internship consistent with NASP standards, and a passing score on the Praxis II Exam in School Psychology. Graduates of programs not approved by NASP are eligible to apply, but must document more of their preparation and submit a portfolio demonstrating that they have attained the knowledge and skills represented in the NASP Domains of School Psychology Training and Practice. Graduates of NASP approved programs submit less documentation and do not have to submit a portfolio because NASP training standards require that approved programs have processes in place to assess the performance of their students.

The application for the Nationally Certified School Psychologist (NCSP) credential is available on-line at www.nasponline.org. Be sure you complete the form for graduates of approved programs. Graduates should apply for national certification after they have applied for a state credential. However, it is strongly recommended that you complete two parts of that application immediately upon your completion of the program:

- Verification of Completion of School Psychology Program Form (to be signed by the program director)
- Internship Verification Form(s) (to be signed by both your faculty and field-based supervisor)

If you have not already done so, you will also have to have your Praxis II scores sent to NASP.

**Licensure for Independent Practice**

The independent practice of psychology or school psychology (e.g., accepting payment from private parties or, in some states, from organizations in which you are not an employee,) requires a license for independent practice. Requirements for such licenses vary from state to state, although the American Psychological Association (APA) has created a “model licensure act” that it promulgates with the Association of State and Provincial Psychology Boards (ASPPB) and with individual states. The ASPPB web site (www.asppb.org) is a good source of information on state licensure requirements for psychologists. Another good information source for psychology laws, application materials, and contact information for state psychology boards is: http://kspoppe.com/licensing/index.php.

About one-half of all states require a doctorate in psychology for licensure as a psychologist. In those states, professionals with less than a doctorate may be able to practice under the supervision of a doctoral level licensed psychologist. In the remaining states a license is available at the masters or specialist level. About 10 states (e.g., South Carolina, Wisconsin, West Virginia, and Florida) have a license available specifically for masters or specialist level school psychologists. These licenses have different names in different states (e.g., in SC, it is called “Licensed Psychoeducational Specialist” or LPES). Information on such licenses may be obtained through the particular states licensing boards (usually regulated by an oversight agency) or through Google by using the title of the license and the state.
State boards of psychology or psychological examiners usually oversee the licensure process for psychologists. A separate board usually handles the licensure process for such related professionals as counselors, marriage and family therapists, and psychoeducational specialists. (e.g., as in SC).

The most commonly required test for a psychology license is the Examination for the Professional Practice of Psychology (EPPP), a multiple choice test covering foundations of psychology (developmental; learning; etc), ethics and professional issues, and applications of psychology. Other tests (e.g., the Praxis II in School Psychology or a state exam) may be required for school psychologists seeking licensure. Individual states/licensing boards set pass scores for any exam that is required. An oral exam may also be required.

A minimum period of supervised practice is another common requirement for a license. For example, in SC both the LPES and Licensed Psychologist credentials require two years of supervised experience, one of which may be the internship year. The supervision must be well documented, and may require the person to enter into a formal arrangement to receive supervision (which in turn may require the candidate to pay a supervision fee that can run as high as what is charged for therapy or similar services).

**Exam Preparation**

The Educational Testing Service (ETS) (www.ets.org) provides content outlines, sample questions with rationales for the best answers, and test-taking strategies for the Praxis II. The Winthrop School Psychology program maintains materials to help students and program alumni prepare for the exam, including a copy of PASS: A Guide to PASSing the Praxis Exam in School Psychology by Barbara B. Williams and Rosemary B. Mennuti (2010), published by Routledge. Most Winthrop students take the exam in July prior to their internship year as this affords the opportunity to use the summer to prepare, but they have until the spring of their last year to submit their scores to the program director in order to fulfill the requirement for the program and for PSYC 625. When signing up for the exam, be sure to list Winthrop as a score recipient, along with NASP (if you intend to apply for national certification), and any state where you intend to apply for certification (assuming the state requires the Praxis II).

The Winthrop program also maintains materials to help graduates prepare for the EPPP. Those using these materials are asked to contribute to their high cost (approximately $600) by contributing $50. One-half of the binders containing the materials may be checked out at one time. Two other good sources of information for the EPPP are general psychology textbooks and the APA ethical standards.

**Maintaining Your School Psychology Credential**

Continuing professional development (CPD) is critical to your professional growth and effectiveness, and is required for the great majority of professional certificates and licenses.

The NCSP credential must be renewed every three years, and requires 75 hours of CPD. If your NCSP credential is due for renewal in January 2009 and beyond, you must attest to the completion of 3 hours of professional development in ethics or professional practices. NCSPs whose renewal will occur in January 2010 and beyond must 10 of their continuing professional development credits through a NASP- or APA-Approved Provider. NASP-approved school psychology programs are approved providers for purposes of CPD.
Each state department of education or licensure board sets its own credential renewal period and CPD requirements. The SC Department of Education, for example requires that certificates be renewed every five years and that individuals complete at least 6 graduate credit hours or 90 CPD hours over that period.

It is important that you document CPD for purposes of renewing your credentials. If you take courses/workshops for graduate credit through a university, then your transcript will serve to document your CPD hours. If you take courses/workshops from an “approved provider,” some form of documentation of completion (a certificate) will usually be given. Or you may use forms provided by the CPD provider or the credentialing body (e.g., NASP) to document CPD activities. In addition to formal CPD activities, many credentialing bodies allow a certain amount of “individually directed” CPD, such as reading books or other materials on a given topic. Preparation of new courses or workshops for others, and supervision of interns are other examples of CPD that are accepted by some credentialing bodies.

If you have more than one credential, each with its own renewal period, it is usually best to keep a file with a list of completed activities and/or copies of documentation for each credential and renewal period. Some credentialing bodies require submission of all documentation for each renewal period. Others (e.g., NASP; SC Board of Psychology) require those renewing credentials to simply list activities and hours, and then randomly select a certain percentage of people who are asked to submit complete documentation on the activities they have listed.

**Pursuing Post-Graduation Opportunities**

The Winthrop School Psychology Program has an outstanding record of employment among program graduates. Almost all graduates seeking employment in the field over the past twenty-five years have obtained full-time positions as school psychologists or psychologists within three months of graduation. Although the majority of graduates work in the public schools, alumni of the program have also obtained positions in hospital, mental health, rehabilitation, and disability service settings. Approximately one in ten alumni pursue doctoral studies after graduation. Over 90% of those pursuing doctoral studies have gained admission into a program. Some doctoral programs attended by alumni include UNC-Chapel Hill, University of South Carolina, North Carolina State, Virginia Tech, Mississippi State, Indiana University of Pennsylvania, the University of Nebraska, and the University of South Florida.

Winthrop’s Career Services Center provides assistance with resume writing and sponsors an annual education fair at Winthrop where school districts from throughout the region come to seek potential employees. The School Psychology Program maintains a bulletin board in the department where openings for School Psychologists are posted. Additionally, the program maintains a directory of alumni that may be helpful in searching for a position.
Program Resources/Facilities

A variety of resources are available in the Department of Psychology for students in the School Psychology Program.

Computers and Software

Graduate students have access to two computers in the Graduate Student Office in Kinard 114, which are loaded with scoring programs for many tests used by trainees and interns, and also have access to computers in the department conference room, and to a few laptops that may be used for behavioral assessment and special projects.

The Program maintains a variety of computer software for conducting behavioral assessments, scoring tests and other measures, and performing other functions related to school psychology. Use of such software is addressed in relevant courses and is a necessity for traineeship and internship. Additionally, graduate assistants/students may participate in training on computer software and hardware provided to University employees through the Teaching and Learning Center (TLC).

Access to a personal computer is a necessity for your work as a student and school psychologist. The school psychology program includes components that address the use of computer technology for such tasks as report writing, computer scoring/analysis of psychological and educational tests, digital slide presentations, computer assisted observations, internet searches, statistical analysis, behavior observation/recording, and psychoeducational interventions.

E-mail Accounts

Graduate students may obtain a university e-mail account by going to Computer Operations in 015 Tillman (the basement of Tillman Hall). Bring your Winthrop ID with you. *If you want to maintain an existing address but receive emails from Winthrop instructors using class list-serves, you should establish a Winthrop account and then set it up to forward your mail to your preferred address.*

Faculty e-mail addresses consist of their last names and first initials (e.g., “prusj”) followed by “@winthrop.edu”.

Program Web Site

The program web site includes the program handbook, materials for traineeship and internship, links to certification and licensure sites, and links to a variety of other resources relevant to the program and to school psychology. The site can be found at [www.winthrop.edu/psychology/school.html](http://www.winthrop.edu/psychology/school.html)

School Psychology Resource Center

The School Psychology Program maintains a variety of assessment instruments, resources useful for direct and indirect intervention planning, books, and electronic equipment such as digital video recorders. A department graduate assistant maintains regular hours during which materials may be checked out. Some reference materials and instruments are restricted to use only in the department.

Materials for Psychoeducational Assessment

Assessment kits and materials required for course-related psychological assessment are provided by the program and must be checked out from the instructor responsible for the course in which the test is used, or from the graduate assistant assigned to the resource center. It is the responsibility of each
graduate student to insure that these materials are checked back in when no longer needed. Students will be charged for permanent materials that are damaged, lost, or not returned by the deadline, and course credit will be delayed until materials are returned or compensation is received by the department. The loss of a test kit or manual can be a serious ethical issue as well as a budgetary concern because school psychologists are ethically bound to insure test security.

Faculty

The core School Psychology Program faculty are all credentialed school psychologists with primary doctoral training and successful field experience in school psychology. Program faculty are active in school psychology at the local, state, and national levels. Particular attention has been paid to recruiting faculty with diverse characteristics, backgrounds, experience, and expertise who view teaching and supervision as their primary roles as graduate faculty members. A brief summary of each school psychology core faculty member’s background and interests is contained in Appendix E.

Internship field supervisors are all certified school psychologists and/or are appropriately certified or licensed as psychologists for the setting in which they work. Some hold adjunct appointments in the department.

Degrees and specializations/interests of all department faculty are listed in Appendix F. Students with a professional or research interest in a special area are encouraged to seek out any faculty member having a similar interest.
# Appendix A

## Required Course Descriptions/Format/Assessment Components

<table>
<thead>
<tr>
<th>Course #/ Title</th>
<th>Training Component</th>
<th>NASP Domain</th>
<th>Program Objectives</th>
<th>Competencies</th>
<th>Format</th>
<th>Assessment Requirements/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 508 Principles of Learning: Cognition</td>
<td>Psychological/Educational Foundations</td>
<td>2.3, 2.4, 2.5</td>
<td>1</td>
<td>Knowledge of learning theories and cognition</td>
<td>Lecture/discussion</td>
<td>Written exams, Research Paper</td>
</tr>
<tr>
<td>PSYC 512 Exceptional Child</td>
<td>Psychological/Educational Foundations</td>
<td>2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11</td>
<td>1, 2</td>
<td>Knowledge of cognitive, behavioral/emotional, and physical disabilities, and of associated regulations, services, interventions, curriculum, and family issues</td>
<td>Lecture/discussion, Applied assignments</td>
<td>Written exams, Written projects, Observations</td>
</tr>
<tr>
<td>PSYC 515 Health Psychology and Behavioral Medicine</td>
<td>Psychological Foundations</td>
<td>2.4, 2.5, 2.7, 2.11</td>
<td>1</td>
<td>Knowledge of biological, social and psychological bases of health and behavior; and of health and mental health prevention, interventions and systems</td>
<td>Lecture/discussion, Applied assignments</td>
<td>Written exams, Paper, Presentations</td>
</tr>
<tr>
<td>PSYC 601 Psychopathology of Childhood and Adolescence</td>
<td>Psychological/Educational Foundations</td>
<td>2.4, 2.5, 2.7</td>
<td>1, 4, 5</td>
<td>Knowledge of cognitive, physical, behavioral/emotional and developmental disorders, and of etiology, identification, assessment, and intervention</td>
<td>Lecture/discussion</td>
<td>Written exams, Assessment/intervention paper</td>
</tr>
<tr>
<td>PSYC 603 Therapeutic Psychology: Techniques of Counseling and Psychotherapy</td>
<td>Counseling Intervention</td>
<td>2.4, 2.5, 2.7</td>
<td>1, 5</td>
<td>Knowledge of intervention theory, analysis of advantages-disadvantages of various approaches, principles of application in education and other settings</td>
<td>Lecture/discussion, Demonstrations/simulations, Applied experience under supervision</td>
<td>Written exams, Presentations, Written reports, Observations, Videotapes</td>
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<tr>
<td>PSYC 604 Advanced Human Development</td>
<td>Psychological/Educational Foundations</td>
<td>2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11</td>
<td>1</td>
<td>Knowledge of current human development theories, milestones, and relevant empirical evidence; Knowledge of social, biological, cultural, and familial contextual influences on human physical, motor, perceptual, cognitive, and social-emotional development</td>
<td>Lecture/discussion, Reading responses, Theory and context presentations</td>
<td>Journal responses, Theory presentation and paper, Context presentation and paper, Annotated bibliographies of additional readings</td>
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<tr>
<td>PSYC 606 Behavior Analysis and Intervention</td>
<td>Behavioral/Social Intervention</td>
<td>2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11</td>
<td>1, 2, 5, 7</td>
<td>Knowledge of social learning theory and behavioral intervention procedures. Ability to design, implement, and evaluate behavior analysis and intervention.</td>
<td>Lecture/discussion, Applied experience under supervision</td>
<td>Written exam, Behavior analysis and intervention projects and case reports</td>
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<td>PSYC 607 Curriculum-based Assessment and Academic Interventions</td>
<td>Academic Intervention</td>
<td>2.1, 2.3, 2.5</td>
<td>4, 5</td>
<td>Knowledge of curriculum-based assessment and intervention procedures. Ability to design, implement, and evaluate curriculum-based projects</td>
<td>Lecture/discussion, Applied experience under supervision</td>
<td>Written exams, Written reports</td>
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<tr>
<td>Course #/Title</td>
<td>Training Component</td>
<td>NASP Domain</td>
<td>Program Objectives</td>
<td>Objectives</td>
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<tr>
<td>PSYC 608 Psychological Assessment for Intervention I</td>
<td>Psychoeducational assessment/ Problem solving</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11</td>
<td>3, 4, 7</td>
<td>-Knowledge of measurement theory/practice and of diverse assessment models and methods -Ability to plan, conduct, and report psychoeducational assessment and use results to plan interventions</td>
<td>-Lecture/discussion -Demonstration/simulation -Applied experience under supervision</td>
<td>-Written exam -Videotapes -Observations -Assessment/intervention case reports</td>
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<tr>
<td>PSYC 609 Psychological Assessment for Intervention II</td>
<td>Psychoeducational assessment/ Problem solving</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11</td>
<td>4, 5, 7</td>
<td>-Knowledge of diverse models/methods of assessment -Ability to plan, conduct, and report psychoeducational assessment and use results to plan interventions</td>
<td>-Lecture/discussion -Demonstration/simulation -Applied experience under supervision</td>
<td>-Video-tapes -Observations -Presentations -Assessment/intervention case reports</td>
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<td>PSYC 611 Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools</td>
<td>Counseling Intervention</td>
<td>2.4, 2.5, 2.7</td>
<td>5, 7</td>
<td>-Knowledge of counseling/therapeutic interventions -Ability to plan, implement, and evaluate counseling/therapeutic interventions and mental health services, including crisis intervention</td>
<td>-Demonstration/simulation -Applied experience under supervision</td>
<td>-Observations -Audio tapes -Counseling summary reports -Written exam</td>
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<td>PSYC 612 Psychological Assessment for Intervention III</td>
<td>Psychoeducational assessment/ Problem solving</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5, 2.11</td>
<td>4, 5, 7</td>
<td>-Knowledge of cognitive, developmental and behavioral assessment methods for diverse populations, including ESL students; children with autism; visually and hearing impaired children; severely/profoundly disabled; gifted students; and infants/preschoolers. -Ability to plan, conduct, and report assessments and use results for planning cognitive, social, and developmental interventions</td>
<td>-Lecture/discussion -Demonstration/simulation -Applied experience under supervision</td>
<td>-Observations -Videotapes -Assessment/intervention case reports</td>
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<tr>
<td>PSYC 613 Advanced Statistics and Data Analysis</td>
<td>Research Design and Statistics</td>
<td>2.1, 2.9, 2.11</td>
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<td>-Knowledge of univariate and multivariate statistics applicable to research and evaluation -Ability to conduct, interpret, and critique statistical analyses</td>
<td>-Lecture/discussion -Lab assignments -Presentation</td>
<td>-Written exams -Competency assignments -Presentation</td>
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<td>PSYC 614 Research Methods and Application</td>
<td>Research Design and Statistics</td>
<td>2.1, 2.5, 2.9</td>
<td>6</td>
<td>-Knowledge of research and evaluation designs and methods -Ability to read, evaluate, conduct, and report research and evaluation studies -Ability to write a research or program grant proposal</td>
<td>-Lecture/discussion -Presentations -Applied assignments</td>
<td>-Written exam -Presentation -Written survey -Grant proposal</td>
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<tr>
<td>Course #/Title</td>
<td>Training Component</td>
<td>NASP Domain</td>
<td>Program Objectives</td>
<td>Competencies</td>
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<td>Assessment Requirements/Methods</td>
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<td>PSYC 615 Seminar in School Psychology</td>
<td>Professional School Psych/ Psychological/ Educational Foundations</td>
<td>2.1, 2.5, 2.6, 2.10, 2.11</td>
<td>1, 2, 3</td>
<td>-Knowledge of school psychology professional issues, roles, and functions -Knowledge of relevant legal regulations and ethical principles -Knowledge of history and foundations of school psychology</td>
<td>-Lecture/discussion -Presentations -Guest speakers -Site visits to schools and agencies</td>
<td>-Written exams -Presentations -Papers -Field-based observation reports</td>
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<tr>
<td>PSYC 618 Consultation and Indirect Services</td>
<td>Consultation; Organizational/ Systems; Prevention; Other Indirect Intervention</td>
<td>2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8</td>
<td>2, 5, 7</td>
<td>-Knowledge of models and principles of consultation and other indirect prevention and intervention services -Ability to provide consultation and other indirect services to families and schools</td>
<td>-Lecture/discussion -Simulations -Applied experience under supervision</td>
<td>-Written exams -Competency assignments and observations -Presentations</td>
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<tr>
<td>PSYC 625 Advanced Seminar in School Psychology</td>
<td>Professional School Psychology</td>
<td>2.1, 2.5, 2.6, 2.7, 2.10</td>
<td>2, 3, 4, 5</td>
<td>-Advanced knowledge of recent research, legal and ethical issues, and service delivery issues -Professional development</td>
<td>-Presentations -Discussions -Guest speakers</td>
<td>-Presentations -Professional development project -Submission of NTE School Psych Exam results</td>
</tr>
<tr>
<td>PSYC 620-621 Traineeship in School Psych I &amp; II</td>
<td>Supervised Traineeship Experience</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11</td>
<td>1 - 7</td>
<td>-Ability to perform assessment; behavior analysis and intervention; consultation; counseling and other mental health services; and other direct and indirect school psychology services</td>
<td>450 clock hours of field experience in schools under joint faculty/field supervision</td>
<td>-Written reports -Audio/videotapes -Faculty and field supervisor performance appraisals (One each per semester) -Mini portfolio evaluated by third year interns</td>
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<tr>
<td>PSYC 651-654 Internship in School Psych I-IV</td>
<td>Supervised Internship Experience</td>
<td>All</td>
<td>1 - 7</td>
<td>-Ability to provide a full range of SP services to students, teachers, families, and others, including assessment; behavior analysis and intervention; consultation; counseling and other mental health services; research/program planning and evaluation; and other direct and indirect services.</td>
<td>1200 clock hours of field experience in schools and other settings (at least 600 hours in schools) under joint faculty/field supervision</td>
<td>-Written reports -Field supervisor performance appraisals (2) -Portfolio evaluated by faculty</td>
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<tr>
<td>PSYC 690 Diversity in Families</td>
<td>Families/Diversity</td>
<td>2.5, 2.6, 2.8</td>
<td>5</td>
<td>-Knowledge of family diversity and multicultural issues</td>
<td>-Lecture/discussion -Exercises</td>
<td>-Written exams -Paper -Projects</td>
</tr>
<tr>
<td>Course # Title</td>
<td>Training Component</td>
<td>NASP Domain</td>
<td>Objectives</td>
<td>Competencies</td>
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<td>Assessment Requirements/Methods</td>
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</table>
| PSYC 618 Consultation and Indirect Services | Consultation; Organizational/ Systems; Prevention; Other Indirect Intervention | 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 | 2, 5, 7 | - Knowledge of models and principles of consultation and other indirect prevention and intervention services  
- Ability to provide consultation and other indirect services to families and schools | - Lecture/discussion  
- Simulations  
- Applied experience under supervision | - Written exams  
- Competency assignments and observations  
- Presentations |
| PSYC 625 Advanced Seminar in School Psychology | Professional School Psychology | 2.1, 2.5, 2.6, 2.10 | 2, 3, 4, 5 | - Advanced knowledge of recent research, legal and ethical issues, and service delivery issues  
- Professional development | - Presentations  
- Discussions  
- Guest speakers | - Presentations  
- Professional development project  
- Submission of NTE School --  
- Psych Exam results |
| PSYC 620-621 Traineeship in School Psych I & II | Supervised Traineeship Experience | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11 | 1 - 7 | - Ability to perform assessment; behavior analysis and intervention; consultation; counseling and other mental health services; and other direct and indirect school psychology services | - Written reports  
- Audio/videotapes  
- Faculty and field supervisor performance appraisals (One each per semester)  
- Mini portfolio evaluated by third year interns | - Presentations  
- Professional development project  
- Submission of NTE School --  
- Psych Exam results |
| PSYC 651-654 Internship in School Psych I-IV | Supervised Internship Experience | All | 1 - 7 | - Ability to provide a full range of SP services to students, teachers, families, and others, including assessment; behavior analysis and intervention; consultation; counseling and other mental health services; research/program planning and evaluation; and other direct and indirect services. | 1200 clock hours of field experience in schools and other settings (at least 600 hours in schools) under joint faculty/field supervision | - Written reports  
- Field supervisor performance appraisals (2)  
- Portfolio evaluated by faculty |
| PSYC 690 Diversity in Families | Families/ Diversity | 2.5, 2.6, 2.8 | 5 | - Knowledge of family diversity and multicultural issues | - Lecture/discussion  
- Exercises | - Written exams  
- Paper  
- Projects |
## APPENDIX B

### NASP Domains/Course Matrix

<table>
<thead>
<tr>
<th>Domains of Professional Practice</th>
<th>PSYC 508</th>
<th>PSYC 512</th>
<th>PSYC 515</th>
<th>PSYC 601</th>
<th>PSYC 603</th>
<th>PSYC 604</th>
<th>PSYC 606</th>
<th>PSYC 607</th>
<th>PSYC 608</th>
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<td>PSYC 618</td>
<td>PSYC 625</td>
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<td>2.9 Research and Program Evaluation</td>
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## APPENDIX C

**WINTHROP INTERNSHIP ACTIVITIES SUMMARY**

<table>
<thead>
<tr>
<th>PSYC 651/2 (Fall)</th>
<th>School Psychology Internship I (600 clock hours)</th>
<th>Minimum Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientation to internship site and community</td>
<td>● Various activities</td>
</tr>
<tr>
<td>2.</td>
<td>Review of school and district policies, ie., those for special education services, harassment and bullying, and crisis intervention.</td>
<td>● Various activities</td>
</tr>
<tr>
<td>3.</td>
<td>Individual Assessment and Intervention Planning</td>
<td>● 8 assessment cases. See PSYC 651/2 syllabus for specific case requirements regarding grade levels and types of problems.</td>
</tr>
</tbody>
</table>
| 4.                | Behavior Assessment and Intervention           | ● Positive behavior support program development project (yr long)  
● Social-emotional learning program development project (yr long)  
● Behavioral intervention group  
● Behavior Education Program project or Good Behavior Game project (yr long) |
| 5.                | Academic Assessment and Intervention           | ● Year long 3-tier academic problem-solving intervention project for reading or writing skills with an entire class. |
| 6.                | Counseling and Individual Mental Health Services | ● Provide individual counseling services to two students |
| 7.                | Consultation and Indirect Services             | ● See sections 5 & 6 above for specific activities providing experience in this area. |
| 8.                | Screening, Prevention and Early Intervention   | ● Consultation with teachers, parents, and pre-referral committees regarding students in regular education |
| 9.                | Follow-ups with Former Clients                | ● Monitor and evaluate prior recommendations and interventions with at least 3 former clients. |
| 10.               | Home-School Collaboration                      | ● Various activities |
| 11.               | Career-Long Professional Development           | ● Participate in at least two CPD activities one of which must be sponsored by a school psychology professional association. |
| 12.               | Supervision                                    | ● Meet with field supervisors at least two hours per week.  
● Meet with faculty supervisors at least one hour per week. |
<table>
<thead>
<tr>
<th>Minimum Requirement</th>
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</thead>
</table>
| **PSYC 653/4**  
(Spring) | **School Psychology Internship II**  
(600 clock hours) | **Minimum Requirement** |
| 1. | Individual Assessment and Intervention Planning | * 8 assessment cases. See PSYC 651/2 syllabus for specific case requirements regarding grade levels and types of problems. |
| 2. | Behavior Assessment and Intervention | * Positive behavior support program development project (yr long)  
* Social-emotional learning program development project (yr long)  
* Social-emotional screening project  
* Behavioral intervention group  
* Behavior Education Program project or Good Behavior Game project (yr long)  
* Two individual behavior problem solving cases  
* At least one comprehensive ADHD evaluation and treatment plan |
| 3. | Academic Assessment and Intervention | * Continue year long 3-tier academic problem-solving intervention project for reading or writing skills with an entire class |
| 4. | Counseling and Individual Mental Health Services | * Provide individual counseling services to three students  
* Conduct at least one counseling group |
| 5. | Consultation and Indirect Services | * See sections 3 & 4 above for specific activities providing experience in this area. |
| 6. | Screening, Prevention and Early Intervention | * Consultation with teachers, parents, and pre-referral committees regarding students in regular education |
| 7. | Follow-ups with Former Clients | * Monitor and evaluate prior recommendations and interventions with at least 3 former clients. |
| 8. | Home-School Collaboration | * Various activities |
| 9. | Research, Program Planning and Evaluation | * Conduct agency needs assessment, evaluate an existing agency program, or conduct an original applied research project. |
| 11. | Career-Long Professional Development | * Participate in at least two CPD activities one of which must be sponsored by a school psychology professional association. |
| 12. | Supervision | * Meet with field supervisors at least two hours per week.  
* Meet with faculty supervisors at least one hour per week. |

Please note that the activities summarized above represent a *minimum* needed to assure consistency across training experiences. Interns will perform a far greater range and quantity of service consistent with the
needs of the field site than is represented above, although all activities must be consistent with NASP training standards and ethics.

Services are to be provided to individuals and families with diverse characteristics and needs, and to students with a diverse range of abilities and disabilities. At least 600 hours of service provision must be in a school setting. At least two hours per week of supervision must be provided by a credentialed school psychologist who supervises no more than 2 interns. Each intern is also assigned a faculty supervisor, who meets weekly with the intern and communicates regularly with the field site to assure a collaborative training experience.

Note that for both PSYC 651-652, and PSYC 653-654, at least one case must be from each level (preschool, elementary, middle, and high school). Additionally, at least one case in PSYC 653-654 must focus on a low incidence disability, and at least one must be a case in which linguistic/cultural factors are a primary issue.
# APPENDIX D

Winthrop University  
College of Arts & Sciences  
Master of Science in School Psychology  
Program of Studies

Name:  

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Social Security or Student Number</th>
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</thead>
</table>

Current Address:  

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

I submit below my Program of Studies for the degree of **Master of Science in School Psychology**, according to the requirements of Graduate Bulletin ______________. I anticipate graduation on ______________.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 508</td>
<td>Learning: Cognition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 512</td>
<td>The Exceptional Child</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 515</td>
<td>Health Psychology and Behavioral Medicine</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Advanced Human Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Applied Behavior Analysis &amp; Intervention</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Curriculum-Based Assessment &amp; Academic Interventions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Psychological Assessment for Intervention I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 615</td>
<td>Seminar in Professional School Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 618</td>
<td>Consultation &amp; Indirect Services</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 620</td>
<td>School Psychology Traineeship I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 621</td>
<td>School Psychology Traineeship II</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PSYC 601</td>
<td>Psychopathology of Childhood and Adolescence</td>
<td>3</td>
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**Transfer Courses (if any):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

**TOTAL**  

| 36 |

Approval Recommended

---

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Date</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
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<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Dean, College of Arts &amp; Sciences</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
</table>

Graduate Studies  
Graduate Advisor  
Student
### Winthrop University
College of Arts & Sciences
Specialist Degree in School Psychology
Program of Studies

Name: ________________________________________

Current Address: ________________________________________________________________
Street City State Zip

I submit below my Program of Studies for the **Specialist Degree in School Psychology**, according to the requirements of Graduate Bulletin __________. I anticipate graduation on __________.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 603</td>
<td>Therapeutic Psych: Techniques for Counseling &amp; Psychotherapy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Psychological Assessment for Intervention II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 611</td>
<td>Adv. Therapeutic Psychology: Techniques for Mental Health Services in Schools</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 612</td>
<td>Techniques of Psychological Evaluation III</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 613</td>
<td>Advanced Statistics and Data Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Research Methodology and Applications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 625</td>
<td>Advanced Seminar in School Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 651</td>
<td>School Psychology Internship I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 652</td>
<td>School Psychology Internship II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 653</td>
<td>School Psychology Internship III</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 654</td>
<td>School Psychology Internship IV</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSDV 605</td>
<td>Social &amp; Cultural Issues or Diversity in Families</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transfer Courses (if any)**

**Total Semester Hours beyond the MS** 36

Approval Recommended

Advisor: __________________________ Date: __________
Signature of Student: __________________________ Date: __________

Department Chair: __________________________ Date: __________
Dean, College of Arts & Sciences: __________________________ Date: __________

Graduate Studies: __________________________ Date: __________
Graduate Studies: __________________________ Graduate Advisor: __________________________ Student: __________
APPENDIX E

School Psychology Program Core Faculty
Background/Credentials/Interests

Gary Alderman
Born in Charleston, South Carolina.

Academic Background:
B.S., Psychology, Georgia Southern University, (Statesboro, GA), 1974
M.A. + 30, School Psychology, University of South Carolina (Columbia, SC), 1984
Ph.D., School Psychology, University of South Carolina, 1986

Professional Background and Experience:
- Teacher of students with emotional/behavioral disorders, Cedarwood Psychoeducational Center, Collins, Georgia
- School Psychologist, School District Five of Lexington and Richland Counties (SC)
- Coordinator of the Emotionally Handicapped Programs and the Crisis Intervention Team Charleston County School District, Charleston, SC
- At-Risk Program Specialist and School Psychologist, School District Five of Lexington and Richland Counties, Ballentine, SC
- Educational consultant to schools in the area of behavior management and reading.

Certifications/Licensures:
- Certified School Psychologists III (SC)
- Licensed Psychoeducational Specialist (SC)

Professional Association Memberships/Leadership Positions:
- National Association of School Psychologists
- South Carolina Association of School Psychologists (President, 1994-95)
- International Council for Exceptional Children
- International Council for Children with Behavior Disorders
- South Carolina Council for Exceptional Children
- South Carolina Council for Children with Behavior Disorders, (President, 1992-93, Grants Coordinator, current)

Professional Interests:
- Assessment and interventions for emotionally disturbed and difficult students
- Counseling youth
- Inclusion of special needs students into regular classrooms
- Reading
- Curriculum Based Measurement

Graduate Courses Typically Taught/Supervised:
PSYC 607 - Curriculum-Based Assessment and Academic Interventions
PSYC 620-621 School Psychology Traineeship I & II
PSYC 603-Therapeutic Psychology: Techniques of Counseling and Psychotherapy
PSYC 611 - Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools
PSYC 625 - Advanced Seminar in School Psychology
PSYC 651-654 - School Psychology Internship
Leigh Armistead  
Born in Texas City, TX; grew up in Niagara Falls, NY

Academic Background:
- B.A. Psychology, UNC Charlotte (1987)  
- M.S. Psychology, Winthrop (College) University (1989)  
- S.S.P. School Psychology, Winthrop University (1990)  

Brief Overview of Professional Background and Experience
- Practiced as a School Psychologist in Charlotte-Mecklenburg Schools for 14 years  
- Adjunct faculty member at Winthrop University  
- Director of Training for a residential treatment program  
- Teaching Parent in a group home for behavior disordered children

Certifications/Licensures:
- NC Licensed School Psychologist  
- NC Licensed Psychological Associate  
- Nationally Certified School Psychologist

Professional Associations/Responsibilities:
- Metrolina Association of Psychologists in the Schools

Professional Interests:
- Early intervention for reading disabilities  
- School-wide positive behavior support programs  
- Neuropsychology of learning disorders  
- Use of technology in school psychology  
- State high-stakes testing programs

Graduate Courses Typically Taught/Supervised:
- PSYC 512 Exceptional Child  
- PSYC 608 Psychoeducational Assessment for Intervention I  
- PSYC 620-621 School Psychology Traineeship I-II  
- PSYC 651-654 Internship in School Psychology I-IV  
- PSYC 606 Applied Behavior Analysis and Intervention
Antigo Martin-Delaney
Born and raised in Charlotte, North Carolina

Academic Background:
- B.A. Psychology, East Carolina University (1980)
- M.S. Psychology, Winthrop College (1984)
- S.S.P. School Psychology, Winthrop College (1985)
- Ph.D. Vocational School Psychology/Student Personnel Services, Virginia Polytechnic Institute & State University

Brief Overview of Professional Background and Experience:
- Practiced as a School Psychologist in an urban school district in North Carolina
- Due process hearing officer for local school districts across South Carolina
- Independent evaluator for school districts in upstate South Carolina
- Consultant to schools for students experiencing academic and behavioral problems and for staff development training on current assessment instruments for school age populations

Certifications/Licensures:
- Certified School Psychologists III (NC & SC)
- Licensed Psycho-Educational Specialist (SC)
- Nationally Certified School Psychologist (NCSP)

Professional Associations:
- South Carolina Association of School Psychologists (President (1997-98); Continuing Professional Development Chair (1993-96); Summer Institute Co-chair (1993/1994)
- National Association of School Psychologists (Professional Standards Revision Committee (1998-2000); Program Approval Reviewer (1996-present)

Professional Interests:
- Cognitive assessment school age through adulthood
- Transition services for students with disabilities
- Post-secondary services for students with learning disabilities
- Multicultural issues related to school success

Graduate Courses Typically Taught/Supervised:
- PSYC 601 – Psychopathology of Childhood and Adolescence
- PSYC 615 – Seminar in School Psychology
- PSYC 609 – Psychological Assessment for Interventions II
- PSYC 618 – Consultation and Indirect Services
- PSYC 620-621 – School Psychology Traineeship I & II
- PSYC 651-654 – Internship in School Psychology I-IV
Joseph Prus
Born and raised in Long Island, New York.

Academic Background:
- St. John Fisher College (Rochester, NY) 1970-72
- B.A. Psychology, University of Kentucky 1974
- M.A. Counseling and Educational Psychology, University of Kentucky 1975
- Ph.D. School Psychology, University of Kentucky 1980

Brief Overview of Professional Background and Experience:
- Provided school psychology services to one rural Appalachian and one urban school district in Kentucky
- Coordinator of Psychology- University of Kentucky Human Development Center
- Psychologist- Albert Chandler Medical Center Department of Pediatrics and Cardinal Hill Hospital Department of Pediatrics
- Psychology consultant to schools and to residential facilities for persons with disabilities and challenging behavior disorders.

Certifications/Licensures:
- Certified School Psychologist III (SC)
- Licensed School Psychologist (SC)
- Nationally Certified School Psychologist (NCSP)

Professional Association Memberships /Leadership Positions:
- South Carolina Association of School Psychologists
- National Association of School Psychologists (Co-Chair, Public Relations Committee, 1987-88; Chair, Research Committee, 1988-89; Co-Chair, Accreditation, Credentialing, and Training Committee, 1993-97; Chair, Program Approval Board, 1994-2005; Co-chair, Graduate Education Workgroup)
- National Council for Accreditation of Teacher Education (Chair, Specialty Area Studies Board, 2000-2002; Member, Executive Board, 2000-2002 and 2006-2009)

Professional Interests:
- Assessment/intervention with low incidence disabilities and challenging behaviors
- Family consultation
- Program evaluation
- Accreditation and credentialing in school psychology

Graduate Courses Typically Taught/Supervised:
PSYC 612- Psychological Assessment for Intervention III
PSYC 614- Research Methods and Applications
PSYC 625-Advanced Seminar in School Psychology
Melissa A. Reeves
Born and raised in Cedar Rapids, Iowa

Academic Background:
B.A., Special Education with Emphasis in Behavioral Disorders & Psychology, Loras College (Dubuque, IA), 1993
M.A., Counseling Psychology, University of Denver (Denver, CO), 1995
Ph.D., School Psychology, University of Denver, 1998

Professional Background and Experience:
-National consultant and trainer in the areas of school crisis prevention and intervention and systems-level implementation of RTI
-School Psychologist, Cherry Creek School District, Greenwood Village, CO
-District Coordinator of Social, Emotional, Behavioral Services, Cherry Creek School District,
-Education and Behavioral Consultant, Cherry Creek School District
-Special Education Teacher, Cherry Creek School District
-Adjunct Professor, School Psychology and Teacher Education Programs University of Denver
-Therapist, Denver Children’s Home and Porter Memorial Hospital, Denver, Colorado

Certifications/Licensures:
-Licensed School Psychologist (NC)
-Licensed Special Education Teacher (NC)
-Licensed Professional Counselor (NC)
-Nationally Certified School Psychologist (NCSP)

Professional Association Memberships /Leadership Positions:
-National Association of School Psychologists, former Colorado Delegate and Executive Council Member
-North Carolina Association of School Psychologists

Professional Interests:
-School crisis prevention, intervention, and recovery
-Identification and treatment of post-traumatic stress disorder in the schools
-Systems level implementation of a Response to Intervention (RTI) Model
-Behavioral assessment and interventions for challenging students
-Assessment and treatment of emotionally disturbed students

Graduate Courses Typically Taught/Supervised:
PSYC 510 – Behavior Analysis and Behavior Change
PSYC 601 – Psychopathology of Childhood and Adolescence
PSYC 620-621 School Psychology Traineeship I & II
PSYC 651-654 -School Psychology Internship
# APPENDIX F

**Winthrop Psychology Department**  
Full-Time Faculty Terminal Degrees and Areas of Specialization/Interest

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Area of Specialization/Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Alderman</td>
<td>Ph.D., University of South Carolina. Specializations: School psychology, behavioral assessment/intervention, behavioral/emotional disabilities, curriculum-based assessment, reading problems, counseling</td>
</tr>
<tr>
<td>Leigh Armistead</td>
<td>Ed.D., Indiana University of Pennsylvania. Specializations: School psychology, reading disabilities, school-wide behavior systems, neuropsychology of learning disorders, technology, and high-stakes testing.</td>
</tr>
<tr>
<td>Cheryl Fortner-Wood</td>
<td>Ph.D., Purdue University. Specializations: Child development and family studies, early childhood care and education, parent-child relations, social support, children and families</td>
</tr>
<tr>
<td>Tracy Griggs</td>
<td>Ph.D. University of Georgia. Specializations: Industrial-organizational psychology</td>
</tr>
<tr>
<td>Matthew Hayes</td>
<td>Ph.D. Texas Tech University. Specializations: Experimental cognitive psychology</td>
</tr>
<tr>
<td>Kathy Lyon</td>
<td>Ph.D., George Washington University. Specializations: Cognitive psychology; sensation and perception, memory, neuropsychology, cognitive and perceptual development</td>
</tr>
<tr>
<td>A Martin-Delaney</td>
<td>Ph.D., Virginia Tech University. Specializations: School psychology, school-to-work transition, program planning, vocational assessment for school age populations, multicultural issues</td>
</tr>
<tr>
<td>Heidar Modaresi</td>
<td>Ph.D. University of California-Riverside. Specializations: Learning and motivation, aversive conditioning, application of learning principles, clinical psychology, health psychology</td>
</tr>
<tr>
<td>Donna Nelson</td>
<td>Ph. D., University of Maryland. Specializations: Experimental social psychology; health psychology</td>
</tr>
<tr>
<td>Joe Prus (Chair)</td>
<td>Ph.D., University of Kentucky. Specializations: School psychology, family consultation, developmental disabilities, low incidence assessment and intervention, professional standards and credentialing in school psychology</td>
</tr>
<tr>
<td>Darren Ritzer</td>
<td>Ph.D., Virginia Tech University. Specializations: Industrial/organizational psychology; job stress</td>
</tr>
<tr>
<td>Jeff Sinn</td>
<td>Ph. D., Old Dominion University. Specializations: Industrial/organizational psychology; systems theory</td>
</tr>
<tr>
<td>Merry Sleigh</td>
<td>Ph.D., Virginia Tech University. Specializations: Developmental psychobiology; prenatal development</td>
</tr>
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</table>
# Appendix G

NASP Domains of Training and Practice Addressed in Winthrop School Psychology Program Assessment System Components

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1 Data-Based Decision-Making and Accountability</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.2 Consultation and Collaboration</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Effective Instruction/ Cognitive/Academic Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.4 Socialization and Development of Life Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Student Diversity in Development and Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>2.6 School and Systems Organization, Policy, and Climate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>2.7 Prevention, Crisis Intervention, and Mental Health</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
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<tr>
<td>2.8 Home/School/Community Collaboration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>2.9 Research and Program Evaluation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2.10 School Psychology Practice and Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.11 Information Technology</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The table indicates the components of the Winthrop School Psychology Program Assessment System that address each NASP domain. A checkmark (X) indicates that the domain is addressed in that component.
APPENDIX H

Winthrop University School Psychology Program
SSP Portfolio Rubric

Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:

1 = **Below Criterion**: Candidate does not yet meet expectations for the specialist level of training or entry into the profession without more practice and supervision.

2 = **Meets Criterion**: Candidate meets expectations for the specialist level of training and entry level competency in the profession.

3 = **Exceeds Criterion**: Candidate exceeds expectations for specialist level training and entry level competency in the profession.

Students will receive the higher of the two raters’ scores for each component and must have an overall average of 2.0 or high to pass the SSP portfolio requirement. (Note: Reviewers may use .5 ratings, which extend the rating scale to 3.5.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Assessment Case Study Report</td>
<td></td>
</tr>
<tr>
<td>• Case summary and psychological report enable faculty to understand case.</td>
<td></td>
</tr>
<tr>
<td>• Referral concerns and their context are clearly described.</td>
<td></td>
</tr>
<tr>
<td>• Teacher and parent interviews and student observation are conducted as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Background section of report is integrative.</td>
<td></td>
</tr>
<tr>
<td>• Competent norm-referenced assessment skills are apparent along with CBM measures as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Multi-method, multi-informant assessment skills are utilized.</td>
<td></td>
</tr>
<tr>
<td>• Assessment results are analyzed and conceptualized correctly.</td>
<td></td>
</tr>
<tr>
<td>• An integrative summary of all assessment results is provided.</td>
<td></td>
</tr>
<tr>
<td>• Practical evidence-based recommendations are provided which address referral concerns and are based on assessment results.</td>
<td></td>
</tr>
<tr>
<td>• Follow-up data is provided to document post-assessment involvement in implementing recommendations.</td>
<td></td>
</tr>
<tr>
<td>• Measurable positive impact on the individual client is evident.</td>
<td></td>
</tr>
<tr>
<td>• Report is well written (organization, clarity, grammar, appearance, etc.).</td>
<td></td>
</tr>
<tr>
<td>• Candidate responded appropriately to oral questions about this case.</td>
<td></td>
</tr>
<tr>
<td>2. Individual or Group Counseling Case Study Report</td>
<td></td>
</tr>
<tr>
<td>• Report includes background and history which enables faculty to understand the case.</td>
<td></td>
</tr>
<tr>
<td>• Referral concerns are redefined in specific and measurable behavioral terms.</td>
<td></td>
</tr>
<tr>
<td>• Multi-modal analysis is used for assessment and goal setting.</td>
<td></td>
</tr>
<tr>
<td>• Multi-modal interventions are utilized.</td>
<td></td>
</tr>
</tbody>
</table>
• Progress notes and case summary are included.
• Impact of counseling intervention on the functioning or the student or group in school and/or at home is documented.
• Candidate responded appropriately to oral questions about this case.

<table>
<thead>
<tr>
<th>3. Behavioral Problem-Solving Case Study Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The social behavior being addressed is appropriate for a school-based behavioral intervention.</td>
</tr>
<tr>
<td>• A systematic problem-solving model is utilized.</td>
</tr>
<tr>
<td>• Screening interviews and screening observations result in referral concerns being defined objectively, clearly, and completely.</td>
</tr>
<tr>
<td>• Prior to implementing intervention, data are collected on the behavior(s) for a period of time adequate to get a stable baseline.</td>
</tr>
<tr>
<td>• Problem analysis uses a variety of procedures (e.g., RIOT) to consider relevant and alterable factors from curriculum, instruction, environment, and student domains.</td>
</tr>
<tr>
<td>• Intervention components address antecedents, target social behaviors, replacement social behaviors, and consequences as appropriate.</td>
</tr>
<tr>
<td>• Acceptability of intervention to any consultees is documented.</td>
</tr>
<tr>
<td>• Candidate provides direct and indirect services as appropriate.</td>
</tr>
<tr>
<td>• Ongoing data collection and revision of intervention are documented.</td>
</tr>
<tr>
<td>• Integrity of intervention is monitored.</td>
</tr>
<tr>
<td>• A summative evaluation addresses the impact of the intervention on the student’s functioning in school and/or at home.</td>
</tr>
<tr>
<td>• Case study report includes graphs of baseline, intervention and follow-up data.</td>
</tr>
<tr>
<td>• Samples of any contracts, data forms, reinforcers, etc. are included.</td>
</tr>
<tr>
<td>• Candidate responded appropriately to oral questions about this case.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Academic Problem-Solving Case Study Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The report documents that the intern formally and systematically provided indirect services at a student or class-wide level</td>
</tr>
<tr>
<td>• A systematic problem-solving model, as used in PSYC 621, is apparent</td>
</tr>
<tr>
<td>• Report includes an introductory background section</td>
</tr>
<tr>
<td>• Screening interviews and screening observations result in referral concerns being defined objectively, clearly, completely and in the context of local norms</td>
</tr>
<tr>
<td>• Prior to implementing intervention, data are collected on the behavior(s) for a period of time adequate to get a stable baseline</td>
</tr>
<tr>
<td>• Problem analysis uses a variety of procedures (e.g., RIOT) to consider relevant and alterable factors from curriculum, instruction, environment, and student domains</td>
</tr>
<tr>
<td>• Intervention components address antecedents, target academic behaviors, replacement academic behaviors, and consequences as appropriate</td>
</tr>
<tr>
<td>• Acceptability of intervention to consultee is documented</td>
</tr>
<tr>
<td>• Ongoing data collection and revision of intervention are documented</td>
</tr>
</tbody>
</table>

| **• Integrity of intervention is monitored** |
| **• A summative evaluation addresses the impact of the intervention on the student’s academic functioning** |
| **• Case study report includes graphs of baseline, intervention and follow-up data** |
| **• Samples of any contracts, data forms, reinforcers, etc. are included.** |
| **• Candidate responded appropriately to oral questions about this case.** |

| **5. Measurable Positive Impact** |
| **• Candidate met with and assisted teachers and/or parents in implementing recommended interventions.** |
| **• In general, follow-up data indicate that the candidate’s efforts have had a measurable positive impact on client(s’) problems.** |
| **• When necessary, candidate facilitated outside referrals for additional intervention.** |

| **Vita** |
| **• Vita is appropriate for an employment application by a beginning school psychologist.** |
| **• Vita accurate reflects the candidate’s skills and accomplishments.** |

| **Personal Statement** |
| **• Philosophy of school psychology is addressed.** |
| **• Short- and long-term goals are ambitious but reasonable.** |
| **• Short- and long-term CPD plans are specific and appropriate to continue the candidate’s career development.** |

| **Guidelines** |
| **• At least one multi-tiered group or class-wide intervention is conducted as part of case study number 6 or 7.** |
| **• Portfolio guidelines are followed.** |
| **• Confidentiality guidelines are followed.** |

| **Technology Rating** |
| **• Candidate attains proficiency on at least 90% of the competency areas.** |
APPENDIX I
Winthrop University
Technology Competencies for School Psychologists

• This is a multi-purpose document. It outlines technology knowledge and skills needed by school psychologists and dissects them into easily assessed subsets. It is also a self-assessment tool that serves as a personal record for graduate students, documenting the way skills are acquired and as well as the date of competency was acquired.

• Each graduate student must submit this assessment protocol twice: once with their Masters’ Portfolio and again with their Specialist Portfolio.

• By submission with the Specialist Portfolio, each student must demonstrate at least 90% mastery of the sub-skills outlined in this document (Candidates must calculate and record percentage of skills at Practitioner Level)

• The competencies included in this document are consistent with NASP standards and the basic technology competencies for educators developed by many school districts and state departments of education across the country.

---

Legends

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Skills Primarily Acquired</th>
<th>When Were Skills Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN = Pre Novice</td>
<td>1 = Self-taught</td>
<td>1 = High School</td>
</tr>
<tr>
<td>N = Novice</td>
<td>2 = Individualized instruction</td>
<td>2 = College (undergraduate)</td>
</tr>
<tr>
<td>A = Apprentice</td>
<td>3 = In a course</td>
<td>3 = School Psychology Program</td>
</tr>
<tr>
<td>P = Practitioner</td>
<td>4 = Workshop or in-service</td>
<td>4 = Other, Specify</td>
</tr>
<tr>
<td>E = Expert</td>
<td>5 = Combination of above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 = Other, Specify</td>
<td></td>
</tr>
</tbody>
</table>

Candidate’s Name: ___________________________________   Masters’ Review Date: _________________

Signatures of Master’s Review Team: ___________________________________________________________

Specialist Portfolio Review Date: _________________

Competency at Practitioner Level for 90% (33 sub-skills) _______Yes______ No

Portfolio Faculty Review Team Signatures: ___________________________________________________
<table>
<thead>
<tr>
<th>Standard/subskills</th>
<th>PN</th>
<th>N</th>
<th>A</th>
<th>P</th>
<th>E</th>
<th>How skills acquired (See legend for code)</th>
<th>When Skills Acquired (See legend for code)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Operate a multimedia computer system, including installing software, accessing programs or files in other drives, saving and deleting files within the context of Macintosh, Windows, or network systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Demonstrate ability to utilize software to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Launch applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enhance productivity and professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Demonstrate a working knowledge of Desktop Management:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Format and name files</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Control Panel settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create Shortcuts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Demonstrate a working knowledge of basic hardware trouble shooting:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Loose cables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Selecting printer/scanner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Defragmenting hard drive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **2.1** Use word processing and print layout design applications to compose, revise, and produce materials, documents, slide presentations, etc. | | | | | | | |
| A. Demonstrate these skills: | | | | | | | |
| • Enter and edit text and copy and move a block of text | | | | | | | |
| • Change text format and style, set margins, line spacing, tabs | | | | | | | |
| • Change text format and style, set margins, line spacing, tabs | | | | | | | |
| • Insert date, time, page number, columns or tables to documents | | | | | | | |
| • Insert clip art, links or video into PowerPoint or text documents | | | | | | | |

<p>| <strong>2.2</strong> Use audio/visual technology to produce audio/visual projects. | | | | | | | |
| A. Demonstrate these skills: | | | | | | | |
| • Demonstrate a working knowledge and use of linear multimedia presentations. | | | | | | | |</p>
<table>
<thead>
<tr>
<th>3.1 Use databases to collect, organize, and analyze data and produce meaningful reports to aid in problem solving.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate these skills:</td>
</tr>
<tr>
<td>• Use computer-based scoring software for assessment instruments</td>
</tr>
<tr>
<td>• Use information from existing databases</td>
</tr>
<tr>
<td>• Sort a database by specific fields, add and delete record</td>
</tr>
<tr>
<td>• Create database with multiple fields and records</td>
</tr>
<tr>
<td>• Insert database fields into word processing document</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2 Use spreadsheets to calculate and display information and produce meaningful reports to aid in problem solving.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate practical application of knowledge through:</td>
</tr>
<tr>
<td>• Entering data in an existing spreadsheet</td>
</tr>
<tr>
<td>• Interpreting and communicating information in an existing spreadsheet</td>
</tr>
<tr>
<td>• Creating a spreadsheet with rows, columns, headings</td>
</tr>
<tr>
<td>• Create a graph from spreadsheet data</td>
</tr>
<tr>
<td>• Insert a spreadsheet or graph into a word processing document</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1 Use electronic informational and reference sources to access information and analyze the authority, accuracy, currency and relevance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate a working knowledge of electronic encyclopedia, periodical indices and library catalogs when required for research.</td>
</tr>
<tr>
<td><strong>B.</strong> Demonstrate a practical knowledge of how to use World Wide Web sources to access information and evaluate its accuracy and relevance to my productivity and problem solving.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Use telecommunication devices and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate a practical application of knowledge by:</td>
</tr>
<tr>
<td>• Use Electronic Mail (compose, send, retrieve, read, respond)</td>
</tr>
</tbody>
</table>
• Use specialized e-mail lists relevant to professional information needs

• Create and use group addresses for electronic mail

<table>
<thead>
<tr>
<th>5.1</th>
<th>Demonstrate awareness of resources for adaptive assistive devices for students with special needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Familiar with general types of adaptive assistive devices available for students.</td>
</tr>
<tr>
<td>B.</td>
<td>Able to recognize which types of devices may be applicable to particular needs/individuals.</td>
</tr>
<tr>
<td>C.</td>
<td>Apply technology resources to facilitate the instruction and learning of students with diverse backgrounds, characteristics and abilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.1</th>
<th>Understand the social, ethical, legal and human issues surrounding the use of technology in schools and apply those principles in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Understand and uphold current copyright laws, software licensing, and respect for intellectual properties.</td>
</tr>
<tr>
<td>B.</td>
<td>Ensures that all computer-assisted assessment procedures yield valid results prior to using the results for decision making</td>
</tr>
<tr>
<td>C.</td>
<td>Familiar with and uphold ethical principles (i.e., NASP) related to use of all technologies, including but not limited to FAX, email, voice mail, video conferencing and appropriate secure storage of confidential work products</td>
</tr>
</tbody>
</table>

Calculate and record Percentage of skills at Practitioner Level: __________ (37 sub-skills total)
APPENDIX J
Winthrop University School Psychology Program
PSYC 620 Traineeship Evaluation Form

Trainee: 
Field Site Placement: 
Date: 
Field Site Supervisor 
Faculty Supervisor 

A. Orientation to the School District. Student has completed all assigned orientation activities. Yes ☐ No ☐

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Behavioral Intervention</td>
<td></td>
</tr>
<tr>
<td>1. Uses the principles of applied behavior analysis to functionally assess student behavior and classroom settings.</td>
<td>Meets criteria to the extent expected for a first semester trainee ☐ 3</td>
</tr>
<tr>
<td>2. Is able to determine likely function(s) of student behavior(s) and evaluate teacher-student and peer interactions.</td>
<td>Trainee fails to meet criteria ☐ 1</td>
</tr>
<tr>
<td>3. Designs and implements interventions based on assessment findings, functional analyses, and individual differences.</td>
<td></td>
</tr>
<tr>
<td>4. Assists teachers and/or parents in implementing behavioral intervention programs.</td>
<td></td>
</tr>
<tr>
<td>5. Effectively evaluates outcomes of behavioral interventions and revises them as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. CBM and Academic Intervention</td>
<td></td>
</tr>
<tr>
<td>1. Shows general understanding of how reading and written language are taught to and learned by all age students in the schools.</td>
<td>Meets criteria to the extent expected for a first semester trainee ☐ 3</td>
</tr>
<tr>
<td></td>
<td>Trainee fails to meet criteria ☐ 1</td>
</tr>
</tbody>
</table>
2. Shows an understanding of the components of reading disability and is able to determine specific problems and develop interventions and accommodations to remediate these problems.

3. Shows a general understanding of the process of written language (including spelling) and the components of a written language disorder. The student has developed skills to remediate and accommodate for these problems.

4. Shows an understanding of the components of a written language disability and is able to determine the components of a written language disorder.

5. Has developed the basic skills for conducting Curriculum Based Measurement (CBM) of academic problems and can provide progress monitoring.

6. Is able to administer, score, and interpret a test of phonological awareness and oral/written language such as CTOPP and the OWLS.

7. Can use results of assessment to facilitate services and/or interventions.

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
<th>D. Psychoeducational Assessment for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can design and conduct interviews with teachers, parents, and children as part of a comprehensive assessment process.</td>
<td>Meets criteria to the extent expected for a first semester trainee 3</td>
</tr>
<tr>
<td>2. Can evaluate, develop, or select a direct observation measure as part of a comprehensive assessment process.</td>
<td>Meets minimal requirements for criteria but needs improvement 2</td>
</tr>
<tr>
<td>3. Administers psychoeducational assessment</td>
<td>Trainee fails to meet criteria 1</td>
</tr>
<tr>
<td></td>
<td>No opportunity NO</td>
</tr>
<tr>
<td></td>
<td>Faculty Supervisor Rating</td>
</tr>
</tbody>
</table>
instruments following standardized procedures outlined by the test developer.

4. Interprets, integrates and summarizes test results for an individual child/adolescent in a non-biased manner.

5. Communicates findings and analyses of test results in a clear manner to both professional and nonprofessional audiences.

6. Writes psychoeducational reports that are clearly organized and written with appropriate classifications and recommendations.

7. Uses results of assessment to facilitate services and or interventions.

| Field Supervisor Rating | E. Consultation and Indirect Services | Meets criteria to the extent expected for a first semester trainee 3 | Meets minimal requirements for criteria but needs improvement 2 | Trainee fails to meet criteria 1 | No opportunity NO |

1. Is able to help a consultee identify problems and analyze problem situation.

2. Helps consultees develop interventions consistent with analyses of problem situations.

3. Assists with assessment and progress monitoring of interventions.

4. If appropriate, shows evidence of ability to deal with resistance of the consultee.

5. Shows effective communication skills (micro skills) for interviewing, conferencing, and providing in-service with teachers, parents, administrators, and others from diverse backgrounds and cultures.


| Field Supervisor Rating | E. Professionalism | Meets criteria to the extent expected for a | Meets minimal requirements for | Trainee fails to meet criteria | No opportunity |

1. Is able to help a consultee identify problems and analyze problem situation.

2. Helps consultees develop interventions consistent with analyses of problem situations.

3. Assists with assessment and progress monitoring of interventions.

4. If appropriate, shows evidence of ability to deal with resistance of the consultee.

5. Shows effective communication skills (micro skills) for interviewing, conferencing, and providing in-service with teachers, parents, administrators, and others from diverse backgrounds and cultures.

<table>
<thead>
<tr>
<th></th>
<th>first semester trainee</th>
<th>criteria but needs improvement</th>
<th>1</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practices school psychology in accordance with the NASP Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services.</td>
<td>3</td>
<td>2</td>
<td>NO</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates emerging skills in problem solving with difficult ethical and professional situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Practices ethical, legal, and socially responsible behavior when using technology and computer software.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Recognizes own professional limitations; seeks advice and information as appropriate.</td>
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<tr>
<td>10.</td>
<td>Respects the expertise and contributions of other professionals.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Follows all relevant school district policies and procedures.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Demonstrates effective oral communication skills. Speaks in an organized and clear manner and adjusts communication style to match intended audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrates effective written communication skills—writes in a clear organized manner.</td>
<td></td>
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</tr>
</tbody>
</table>
14. Demonstrates effective attending and listening skills.

15. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.

16. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.

17. Persists in completing assigned tasks with minimal oversight.

18. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.

19. Shows initiative in identifying needs for professional services and offering to help.

F. Additional Comments:
### APPENDIX K
Winthrop University School Psychology Program
PSYC 621 Traineeship Evaluation Form

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>Field Site Placement:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Site Supervisor:</td>
<td>Faculty Supervisor:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Group Behavioral Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>Meets criteria to the extent expected for a second semester trainee</td>
<td>Meets minimal requirements for criteria but needs improvement</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Uses the principles of applied behavior analysis to functionally assess students’ behavior and classroom settings.
2. Is able to determine likely function(s) of students’ behavior(s) and evaluate teacher-student and peer interactions.
3. Designs and implements interventions based on assessment findings, functional analyses, and individual differences.
4. Assists teachers and/or parents in implementing behavioral intervention programs.
5. Effectively evaluates outcomes of behavioral interventions and revises them as appropriate.

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. CBM and Academic Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>Meets criteria to the extent expected for a second semester trainee</td>
<td>Meets minimal requirements for criteria but needs improvement</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Shows general understanding of how reading and written language are taught to and learned by all age students in the schools.
2. Shows an understanding of the components of reading disability and is able to determine
specific problems and develop interventions and accommodations to remediate these problems.

3. Shows a general understanding of the process of written language (including spelling) and the components of a written language disorder. The student has developed skills to remediate and accommodate for these problems.

4. Shows an understanding of the components of a written language disability and is able to determine the components of a written language disorder.

5. Has developed the basic skills for conducting Curriculum Based Measurement (CBM) of academic problems and can provide progress monitoring.

6. Is able to administer, score, and interpret tests of phonological awareness and oral/written language including the CTOPP (or PAT) and the OWLS.

7. Can use results of assessment to facilitate services and/or interventions.

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Psychoeducational Assessment for Intervention</td>
</tr>
<tr>
<td>Meets criteria to the extent expected for a second semester trainee</td>
</tr>
<tr>
<td>Meets minimal requirements for criteria but needs improvement</td>
</tr>
<tr>
<td>Trainee fails to meet criteria</td>
</tr>
<tr>
<td>No opportunity</td>
</tr>
<tr>
<td>Rating</td>
</tr>
</tbody>
</table>

1. Can design and conduct interviews with teachers, parents, and children as part of a comprehensive assessment process.

2. Can evaluate, develop, or select a direct observation measure as part of a comprehensive assessment process.

3. Administers psychoeducational assessment instruments following standardized procedures.

<table>
<thead>
<tr>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>NO</td>
</tr>
</tbody>
</table>

Meets criteria to the extent expected for a second semester trainee 3
Meets minimal requirements for criteria but needs improvement 2
Trainee fails to meet criteria 1
No opportunity NO
4. Interprets, integrates and summarizes test results for an individual child/adolescent in a non-biased manner.

5. Communicates findings and analyses of test results in a clear manner to both professional and nonprofessional audiences.

6. Writes psychoeducational reports that are clearly organized and written with appropriate classifications and recommendations.

7. Uses results of assessment to facilitate services and or interventions.

<table>
<thead>
<tr>
<th>Field Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Consultation/Indirect Services Classwide Project</strong></td>
</tr>
<tr>
<td>Uses a problem-solving model to help consultees identify and analyze academic problems.</td>
</tr>
<tr>
<td>Helps consultees develop interventions consistent with analyses of problem situations.</td>
</tr>
<tr>
<td>Assists with assessment and progress monitoring of interventions.</td>
</tr>
<tr>
<td>If appropriate, shows evidence of ability to deal with resistance of the consultee.</td>
</tr>
<tr>
<td>Shows effective communication skills (micro skills) for interviewing, conferencing, and providing in-service with teachers, parents, administrators, and others from diverse backgrounds and cultures.</td>
</tr>
<tr>
<td>Evaluates outcomes of consultation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Counseling</strong></td>
</tr>
<tr>
<td>Meets criteria to the extent expected for a second semester trainee</td>
</tr>
<tr>
<td>Meets minimal requirements for criteria but needs improvement</td>
</tr>
<tr>
<td>Trainee fails to meet criteria</td>
</tr>
<tr>
<td>No opportunity NO</td>
</tr>
</tbody>
</table>

<p>| Faculty Supervisor Rating |</p>
<table>
<thead>
<tr>
<th></th>
<th>second semester trainee</th>
<th>criteria but needs improvement</th>
<th>1</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates components of counseling process.</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Establishes helping relationships using interpersonal skills to facilitate the therapeutic process.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>3.</td>
<td>Effectively uses interviewing to assess problems and plan the counseling process.</td>
<td>3</td>
<td>2</td>
<td></td>
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<tr>
<td>4.</td>
<td>Chooses counseling techniques appropriate for the needs and age of clients.</td>
<td>3</td>
<td>2</td>
<td></td>
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<tr>
<td>5.</td>
<td>Integrates basic therapeutic techniques with techniques of specific counseling theories.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>6.</td>
<td>Uses effective communication skills with, and is sensitive to the needs of, students from diverse backgrounds and cultures.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>7.</td>
<td>Monitors effectiveness of counseling and makes referrals as appropriate.</td>
<td>3</td>
<td>2</td>
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</table>

**Field Supervisor Rating**

<table>
<thead>
<tr>
<th></th>
<th>Meets criteria to the extent expected for a second semester trainee</th>
<th>Meets minimal requirements for criteria but needs improvement</th>
<th>Trainee fails to meet criteria</th>
<th>No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practices school psychology in accordance with the NASP Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services.</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates emerging skills in problem solving with difficult ethical and professional situations.</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.</td>
<td>3</td>
<td>2</td>
<td></td>
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<tr>
<td>4.</td>
<td>Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

**Faculty Supervisor Rating**
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<tbody>
<tr>
<td>5. Practices ethical, legal, and socially responsible behavior when using technology and computer software.</td>
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<tr>
<td>6. Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.</td>
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<tr>
<td>7. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.</td>
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<tr>
<td>8. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.</td>
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<tr>
<td>9. Recognizes own professional limitations; seeks advice and information as appropriate.</td>
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<tr>
<td>10. Respects the expertise and contributions of other professionals.</td>
<td></td>
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<tr>
<td>11. Follows all relevant school district policies and procedures.</td>
<td></td>
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</tr>
<tr>
<td>12. Demonstrates effective oral communication skills. Speaks in an organized and clear manner and adjusts communication style to match intended audience.</td>
<td></td>
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</tr>
<tr>
<td>13. Demonstrates effective written communication skills—writes in a clear organized manner.</td>
<td></td>
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<tr>
<td>14. Demonstrates effective attending and listening skills.</td>
<td></td>
<td></td>
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<tr>
<td>15. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.</td>
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<tr>
<td>16. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.</td>
<td></td>
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<tr>
<td>17. Persists in completing assigned tasks with minimal oversight.</td>
<td></td>
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<tr>
<td>18. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.</td>
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<tr>
<td>19. Shows initiative in identifying needs for</td>
<td></td>
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<tr>
<td>20. Understands and respects human diversity and is able to work with and advocate for addressing the needs of children and families with diverse characteristics and needs.</td>
<td></td>
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</tbody>
</table>

F. Additional Comments:
Winthrop University School Psychology Program
Internship Evaluation Form

Intern: [Name of Intern]
Supervisor: [Name of Supervisor]
PSYC 651-2 (Fall) ☐ PSYC 653-4 (Spring)

This form is used to evaluate the skill development of Winthrop school psychologist interns. At the beginning of internship, Interns should save a copy (using their last name in the file name), then complete the self-rating column, and email the form to their field supervisors. At the end of the first semester, the field supervisors should complete the second column and email the form to the faculty supervisor who will complete the third column. This process should be repeated during the second semester of internship using a second copy of the evaluation form marked as PSYC 653-4 (do not include your ratings for the Fall on the Spring evaluation). By May 6, faculty supervisors should email the completed forms to Dr. Gary Alderman at aldermang@winthrop.edu.

Please note that many of the listed skills develop across the internship year. This evaluation will help interns and supervisors plan activities to develop these skills, monitor skill development at mid-year and then provide a summative evaluation in May.

Please rate the intern’s skill development using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimal: New skill, just being learned, needs direct supervised assistance.</td>
</tr>
<tr>
<td>2</td>
<td>Developing: Has skills in the area but not yet proficient at a beginning practitioner level. Requires some direct assistance.</td>
</tr>
<tr>
<td>3</td>
<td>Competent: Competent in the skill area at a beginning practitioner level. Regular supervision sufficient.</td>
</tr>
<tr>
<td>4</td>
<td>Proficient: Proficiency in this skill area is decidedly better than average. Occasional supervision sufficient.</td>
</tr>
<tr>
<td>5</td>
<td>Professional: Independent in skill area—minimal supervision needed. Proficiency well above that of most graduate students.</td>
</tr>
<tr>
<td>NA</td>
<td>No Opportunity: No opportunity for the student to demonstrate this skill or the skill is not relevant to this setting.</td>
</tr>
</tbody>
</table>

Training and Practice Skill Areas

1. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1a. Uses varied models and methods of assessment to identify student learning and mental health needs, establish goals, modify curriculum and instruction, and develop intervention strategies.

1b. Uses data to evaluate outcomes of services and to facilitate accountability.

1c. Uses environmental data—e.g., from home, school, community—to plan interventions.

1d. Applies knowledge of child development, learning theory, diversity, and curricula to data-based decision making.

1e. Uses nondiscriminatory evaluation procedures.

1f. Administers, scores, and interprets assessment measures competently.

1g. Applies knowledge of research findings and methodology to the evaluation of curricula, instructional materials, and assessment materials and techniques.

1h. Writes about and describes assessment findings in a manner understandable by the intended audience. Reports address referral questions, report data accurately, and provide guidance for intervention.

1i. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-level interventions.

1j. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.

1k. Demonstrates an emerging understanding of systems-level problem solving at the building and district levels.

1l. Uses computer test scoring and interpretation software appropriately.
Recommendations for further development in data-based decision making and accountability:

2. Consultation and Collaboration. School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2a. Uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels.

2b. Effectively consults with teachers to provide indirect services to students and to enhance teachers’ problem-solving skills.

2c. Effectively communicates and collaborates with parents.

2d. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution, and group facilitation skills.

2e. Effectively communicates and collaborates with individuals of diverse cultural, racial, and ethnic backgrounds.

2f. Participates in collaborative decision making and problem solving with other professionals.

2g. Uses a variety of communication modes—e.g., written, verbal, nonverbal, visual, technological—to communicate effectively with a diverse constituency.

2h. Promotes and models ethical practices regarding confidential communication with others.

2i. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.

Recommendations for further development in consultation and collaboration:

3. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

3a. Supports schools’ efforts to use evaluation techniques that measure cognitive and academic progress of, and develop goals for, all students.

3b. Uses formal and informal assessment techniques to evaluate the performance and progress of students and to make instructional recommendations.

3c. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic expectations established by states or school districts.

3d. Demonstrates skills in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills.

3e. Makes instructional recommendations and develops intervention plans that are evidence based as well as practical.

3f. Monitors and adjusts interventions in response to feedback and formative evaluation data.

3g. Assesses integrity of instructional interventions.

3h. Is knowledgeable about current research in curriculum and instruction and shares this knowledge with others.

3i. Uses technological resources when designing, implementing, and evaluating instructional programs for students.

3j. Is knowledgeable about and recommends adaptive/assistive technology when appropriate for clients with special needs.

Recommendations for further development in interventions and instructional support:

4. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

4a. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.

4b. Assists families in teaching pro-social behavior to students and, if necessary, developing behavior change programs in the home.

4c. Demonstrates skills in direct intervention including individual and group counseling, applied behavior analysis, and social skills training.
4d. Assists teachers in developing classroom management systems. At the class and/or building level, helps improve instructional environments with interventions such as PBIS.

4e. Is knowledgeable about and able to implement social/emotional learning programs at the class and/or building level.

4f. Demonstrates skills in linking assessment data to development of behavioral interventions including functional behavior assessment.

4g. Assesses treatment integrity and evaluates outcomes of interventions.

Recommendations for further development in Interventions and mental health services:

5. Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

5a. Recognizes—and acknowledges his or her own—subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.

5b. Demonstrates understanding of, sensitivity to, and willingness to work with, families, students, and staff with diverse characteristics.


5d. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in schools and communities.

5e. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.

5f. Incorporates information about students’ families, cultures, and communities in assessments, interventions, and evaluations of progress.

5g. Considers students’ abilities in their primary and secondary languages and the effects of second language acquisition when designing assessments and planning interventions.

Recommendations for further development regarding diversity in development and learning:

6. School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6a. Demonstrates familiarity with, and understanding of, relevant district policies and procedures including prevention, crisis intervention, suicide, discipline, and special education.

6b. Understands roles and responsibilities of relevant school personnel in both general and special education.

6c. Is familiar with the general education curriculum as well as services available through special education.

6d. Demonstrates a systems orientation—an understanding that schools, families and agencies are systems with rules, policies, and other characteristics.

6e. Demonstrates emerging skills in influencing systems-level change to promote learning, prevent problems, and create effective learning environments.

Recommendations for further development in school-wide practices to promote learning:

7. Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7a. Recognizes and identifies mental health problems affecting students’ performance in school. Demonstrates skills in providing direct interventions for mental health problems such as counseling, applied behavior analysis, and social skills training.

7b. Collaborates with other professionals when necessary to intervene with mental health problems.

7c. Demonstrates emerging skills at working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.

7d. Demonstrates knowledge of school and district crisis intervention plans.
7e. Demonstrates knowledge and emerging skills regarding collaboration with school personnel, parents, and community authorities in the aftermath of a crisis.

Recommendations for further development in preventive and responsive services:

8. **Family-School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8a. Demonstrates knowledge of, and sensitivity to, diverse family systems including family strengths and influences on student development, learning and behavior.

8b. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services.

8c. Demonstrates knowledge of school- and community-based services for families and makes appropriate referrals.

8d. Designs, implements, monitors and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.

8e. Provides information to families regarding child development, learning problems, behavior management through a variety of media.

Recommendations for further development in family-school collaboration:

9. **Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

9a. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery.

9b. Provides accurate information about relevant research findings to school personnel, parents, and to the public.

9c. Selects and recommends evidence-based assessment and intervention strategies.

9d. Applies research skills to evaluate the effectiveness of interventions.

9e. Demonstrates emerging skills in program evaluation at the school and/or district level.

Recommendations for further development in research and program evaluation:

10. **Legal, Ethical and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

10a. Practices school psychology in accordance with the NASP Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services.

10b. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.

10c. Engages in continuing professional development activities and has a long-term CPD plan.

10d. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.

10e. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.

10f. Participates in a professional network such as a school psychology listserv.

10g. Practices ethical, legal, and socially responsible behavior when using technology and computer software.

10h. Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.

10i. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.

10j. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.

10k. Recognizes own professional limitations; seeks advice and information as appropriate.

10l. Respects the expertise and contributions of other professionals.

10m. Follows all relevant school district policies and procedures.
<table>
<thead>
<tr>
<th>11. <strong>Professionalism</strong></th>
</tr>
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<tbody>
<tr>
<td>11a. Demonstrates effective oral communication skills. Speaks in an organized and clear manner and adjusts communication style to match intended audience.</td>
</tr>
<tr>
<td>11b. Demonstrates effective written communication skills—writes in a clear organized manner.</td>
</tr>
<tr>
<td>11c. Demonstrates effective attending and listening skills.</td>
</tr>
<tr>
<td>11d. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.</td>
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<td>11e. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.</td>
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<tr>
<td>11f. Persist s in completing assigned tasks with minimal oversight.</td>
</tr>
<tr>
<td>11g. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.</td>
</tr>
<tr>
<td>11h. Shows initiative in identifying needs for professional services and offering to help.</td>
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</tbody>
</table>

**Recommendations for further development with regard to professional skills:**

<table>
<thead>
<tr>
<th>12. <strong>Measurable Positive Impact</strong>: The competent school psychologist is able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Integrates all knowledge domains when conceptualizing cases.</td>
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<tr>
<td>12b. Demonstrates the ability to deliver a comprehensive range of school psychological services</td>
</tr>
<tr>
<td>12c. Demonstrates the ability to have a measurable positive impact on clients.</td>
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</tbody>
</table>

**Recommendations for further development with regard to measurable positive impact:**

**Please provide any additional feedback about this graduate student’s skill development and professionalism:**
APPENDIX M

Educator as Leader:
Winthrop University
Richard W. Riley College of Education
Conceptual Framework for
Advanced Education Programs

A conceptual framework for all advanced education programs at Winthrop University has been developed by task forces of University faculty, administrators, Professional Development School representatives, and students, and has been approved by all levels of the University shared governance system. The conceptual framework is organized around three concepts: 1) Leadership; 2) Scholarship; and 3) Stewardship. The combined Master of Science and Specialist in School Psychology Program addresses these concepts and their associated learning outcomes through the following curricular components:

ORGANIZING CONCEPT I
Leadership

The educational leader serves as an example of collaboration through communication, support, and advocacy which promotes school professions and increases the quality of educational programs for society.

Learning Outcomes

The advanced educational leader

1. Examines educational policy and demonstrates a familiarity with how such policy is developed and implemented. (PSYC 615, 625)

2. Evaluates oneself as an educational leader through knowledge, reflection, and discussion. (PSYC 618, 625, Traineeship, Internship)

3. Analyzes contemporary educational issues and applies those understandings to one's profession. (PSYC 615, 625, CSDV 605)

4. Applies current reform and renewal strategies to educational settings. (PSYC 625, Traineeship, Internship)

5. Applies technology to professional roles and functions. (PSYC 608, 609, 606, 613, 615, Traineeship, Internship)

6. Promotes an appreciation and understanding of diversity in families and society. (CSDV 605, PSYC 512, PSYC 615, 618, 611, Traineeship, Internship)

7. Demonstrates the ability to apply problem-solving strategies in diverse situations, e.g., conflict resolution, program development. (PSYC 618, 603, 611, Traineeship, Internship)
8. Applies current theories to enhance student learning and foster school professions, e.g., learning, development, leadership, research. (PSYC 508, 604, 606, 607, 612, Traineeship, Internship)

9. Demonstrates skills needed to communicate effectively with students, professional colleagues, families, and community leaders. (PSYC 618, 603, 611, Traineeship, Internship)

10. Demonstrates skills needed to collaborate with colleagues, families, and the larger professional community. (PSYC 606, 607, 618, Traineeship, Internship)

**ORGANIZING CONCEPT II**

**Scholarship**

The educational leader is a critical inquirer of educational research, able to generate meaningful questions and determine strategies to answer these questions.

**Learning Outcomes**

The advanced educational leader:

1. Demonstrates an understanding of research terminology, concepts and practices as presented in the professional literature. (PSYC 614 and most program courses)

2. Analyzes, synthesizes, and interprets current and historical research and practices. (PSYC 614)

3. Integrates knowledge and practice derived from professional research into various professional settings. (PSYC 614, Internship, especially program planning/research project)

4. Generates research questions that focus on extending current thought and theory. (PSYC 614)

5. Generates research questions that focus on the application of knowledge and methodologies to solve human problems. (PSYC 614)

6. Demonstrates understanding of a variety of research methodologies, measurements, analysis procedures and interpretation/communication of results. (PSYC 613, 614, 606, Internship, especially program planning/research project)

7. Selects and applies appropriate methodologies and analyses to answer research questions. (PSYC 613, 614)

8. Demonstrates use of technology to answer questions. (PSYC 613, 608, 609, Traineeship, Internship)

9. Interprets and applies results of research to extend current thought and theory and enhance research, practices, and policies. (PSYC 613, 614, Internship)

**Organizing Concept III**

**Stewardship**

The educational leader analyzes contemporary issues of education in a
democratic society and offers solutions consistent with historical, legal, philosophical and psychological foundations of leadership in schools.

Learning Outcomes

The advanced educational leader:

1. Analyzes how antecedents contribute to current issues. (PSYC 615, 606, 607, 618, Internship)

2. Articulates the ethical implications surrounding contemporary educational issues. (PSYC 615, 625)

3. Understands the interrelationships among the issues related to society, schooling, learning and development in the performance of professional duties. (PSYC 615, 625, CSDV 605, PSYC 512)

4. Analyzes how to provide people with special needs and their families full and appropriate access to public education and human services. (PSYC 615, PSYC 512, Traineeship. Internship)

5. Examines professional practice based on an advanced understanding of ethics and laws. (PSYC 615, Traineeship, Internship)

6. Demonstrates the ability to construct a supportive, well-managed motivational learning environment. (PSYC 606, 607, Traineeship, Internship)

7. Demonstrates an ability to create learning environments that promote equal access to education for people from diverse cultural backgrounds. (CSDV 605, PSYC 606, 616, Traineeship, Internship)

8. Develops school curricula/intervention based on contemporary theories of learning and development, applicable technology, collaborative discourse and evaluation. (PSYC 509, PSYC 607, Traineeship, Internship)

9. Develops solutions to key educational issues that are founded on contemporary research, public policy and best practice. (PSYC 606, 618, 607, 625, Internship)

10. Evaluates, clarifies, and refines personal philosophy of professional practice. (PSYC 615, 625)

11. Links personal philosophy of professional practice to historical and contemporary developments in the legal, social, philosophical and psychological foundations of the profession. (PSYC 615, 625)