

# *School Psychology Student Handbook*

**Helping Children Succeed**



**School Psychology Program**

# R.I.T.

*2020-2021*

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**Rochester Institute of Technology  
Department of Psychology  
M.S./A.C. Program in School Psychology**

**I. Program Overview**

**A. Mission Statement**

Our primary mission is to prepare candidates as knowledgeable and competent school psychologists who apply scientifically-based psychological principles within a school system in order to enhance the educational success of all children.

**B. Philosophy and Training Model**

The RIT School Psychology MS/AC program embraces the scientist-practitioner framework for the preparation of candidates to become professional school psychologists. The scientist-practitioner school psychologist is a professional who has developed an empirical understanding of human behavior in order to apply a wide breadth of knowledge in assessment, intervention, cultural diversity, research, curriculum and instruction, technology, and ecological influences on child and adolescent behavior. The scientific basis results in a highly skilled practitioner who has a thorough understanding of educational and psychological research and practice and is capable of independent decision making, serves as an advocate for children and families, and uses strength-based solution-focused problem solving in order to help children succeed in their school environment. All candidates are expected to demonstrate high standards of competence in their professional interactions with children, parents, and school personnel. The School Psychology Program stresses that interventions with and evaluations of children and youth emerge from a comprehensive, flexible, ecological perspective that draws from fields of study, such as psychology, biology, education, and sociology. From a multicultural perspective, the program stresses the understanding of, respect for, and responsiveness to the unique needs of children and their families.

The RIT school psychology program's training model incorporates a reciprocal relationship between coursework and fieldwork whereby theories, techniques, and relevant literature presented in courses are supplemented by field experiences. As candidates gain greater depth of knowledge of school psychology through the course curriculum, field experiences become increasingly comprehensive. During their first year of study, candidates learn a variety of methods of gathering reliable and valid data (e.g., observations, interviews, standardized assessment, report writing) and practice gathering data in their field experiences using these methods. Concurrently, first year candidates interact with a variety of school personnel in their field placements to experience the operations and organizations of school systems and the role and function of the school psychologist. During their second year of study, candidates learn how to use collected data to develop, implement, and evaluate interventions. Second-year field experiences provide candidates with opportunities to apply and evaluate academic and behavioral interventions, consult with teachers and parents, counsel children and adolescents, and conduct psychoeducational evaluations, all under close supervision. During their third year of study (internship year), candidates continue to develop their professional skills, maintaining a scientific orientation while adhering to a high level of professional and ethical standards in order to function as an independent school psychologist.

### **C. Program Goals and Objectives**

#### **Goal 1: Candidates will develop a professional identity as a school psychologist whose conduct is consistent with NASP and APA ethics codes, and Best Practices.**

- a. Candidates will demonstrate professional and interpersonal characteristics known to foster the trust and respect of those with whom the candidate encounters in his or her professional roles.
- b. Candidates will consider the influence of individual differences and cultural diversity factors on development, behavior, and functioning in all areas of practice.
- c. Candidates will demonstrate relevant knowledge and provide services consistent with legal regulations and ethical standards in school psychology.
- d. Candidates will participate in the activities related to state and/or national professional organizations (e.g., NASP, NYASP, CEC, etc.)

#### **Goal 2: Candidates will develop competency in the application of the scientific method and its resultant body of knowledge.**

- a. Candidates will demonstrate competence in the critical review and evaluation of the psychological and educational research literature.
- b. Candidates will apply principles of research design, data analysis and data interpretation to school-related problems and original research.
- c. Candidates will acquire content knowledge of psychological foundations relevant to children's development and schooling.

#### **Goal 3: Candidates will develop competency in data-based decision making and accountability.**

- a. Candidates will have knowledge of varied methods of assessment in education (e.g., norm-referenced, curriculum-based, direct behavior, ecological) and the psychometric properties for various purposes (e.g., screening, intervention development, progress monitoring).
- b. Candidates will develop competency in selecting, administering, scoring, interpreting, and integrating psychological assessment data in response to a defined referral concern.
- c. Candidates will become skilled at translating assessment and data collection to conceptualizing and evaluating the implementation of and response to interventions.

#### **Goal 4: Candidates will develop competency in collaborating with families and school professionals in providing effective academic and mental health services to children at individual and systemic levels.**

- a. Candidates will participate meaningfully on teams charged with developing and implementing effective school-wide practices that promote academic success and mental health in children.
- b. Candidates will engage parents in ongoing collaboration with the school in providing effective services to their child(ren).
- c. Candidates will contribute meaningfully to the development, implementation, and evaluation of effective interventions for students identified as needing additional academic support.
- d. Candidates will contribute meaningfully to the development, implementation, and evaluation of effective interventions for students identified as needing additional behavioral and/or social-emotional support.
- e. Candidates will 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.

#### **D. Accreditation**

The School Psychology Program at Rochester Institute of Technology is approved by the National Association of School Psychologists (NASP), conforms to its principles of professional ethics, and meets all standards for training, field placement and credentialing. The program is also accredited by the New York State Department of Education (NYSED).

#### **E. Master's and Advanced Certificate**

School psychologists perform a variety of functions within the educational setting. In keeping with the Individuals with Disabilities Act (IDEA), formerly the Education for All Handicapped Children Act of 1975 (P.L. 94-142), the school psychologist must assess and evaluate children for disabilities and help school personnel and family members plan educational programs. Additionally, the school psychologist helps to meet the needs of disabled and non-disabled candidates by consulting with teachers and parents about such areas as child development, optimal learning conditions, behavioral management techniques, prevention of educational and psychological problems, and forming transition plans from school to work and to college. The school psychologist also offers crisis intervention, counseling, and guidance services to individual candidates, groups of candidates, or families of candidates with problems. To prepare for these varied roles, school psychologists must be highly trained in psychological theory, regular and special education practices, counseling and consultation techniques, psychoeducational assessment methods, and applied research techniques.

The School Psychology Program at the Rochester Institute of Technology is a three year, 66 semester credit hour program of study beyond the baccalaureate degree. It culminates in a Master of Science degree, Advanced Certificate, and provisional certification in school psychology in the State of New York. The program's focus is on integration of skills and knowledge from a thorough understanding of educational and psychological research, theory and practice consistent with the scientist/practitioner model. The School Psychology Program stresses evaluation of children and youth from a comprehensive, flexible, ecological perspective pulling from various fields of study including, but not limited to, psychology, biology, education, sociology and philosophy. Through multicultural education, the program stresses the understanding of, respect for, and responsiveness to cultural diversity. The program also promotes understanding of and responsiveness to the special needs of exceptional persons.

All candidates are expected to achieve high standards of competency in assessment, intervention, counseling, consultation practices, and applied research techniques while following accepted ethical guidelines of the profession. Candidates are expected to be active participants in evaluating their progress towards successful completion of all program competencies and requirements.

## **II. The Admissions Process**

### **A. Admissions Criteria:**

The Department of Psychology is committed to and seeks to have diversity among the student body. Admission to the graduate program in School Psychology is granted by the School Psychology Admissions Committee. Admission requirements of the university and the Psychology Department are as follows:

- Successful completion of the Baccalaureate degree at an accredited college or university
- An undergraduate cumulative grade point average of 3.0 or above
- Completion of at least 18 semester hours in behavioral sciences with a “B” grade or above
- Pre-requisite courses include:
  - General Psychology
  - Elementary Statistics
  - Child or Developmental Psychology
  - Abnormal Psychology
- Graduate Record Examination (GRE) scores:
  - Applicants must submit GRE scores for Verbal, Quantitative, and Analytic Writing
- Evidence of professional commitment and potential for developing effective relationships with children, youth, and adults:
  - Letters of reference
  - Student statement about goals, prior related experience, and future plans
  - An individual interview

All credentials must be submitted and reviewed by the Admissions Committee prior to the completion of 15 credit hours (5 courses) of graduate work in the program.

Admission decisions for graduate applicants are made by the School Psychology Admissions Committee upon receipt of a completed application folder from the Office of Admissions.

RIT fully complies with Title VI of the Civil Rights Act of 1964 (P.L. 88-352). The Psychology Department is committed to multicultural education in the recruitment and retention of students with minority characteristics in terms of race, sex, ethnic origin, or handicapping condition.

The formal program of study is planned by the faculty advisor, the Graduate Psychology Program Director, and the candidate. The program of study must be followed by all candidates applying for admission or re-admission to the program. In certain cases graduate candidates may be admitted prior to, but conditional upon, completion of the baccalaureate. Applicants will not be considered for admission prior to the start of their final year of undergraduate study, except in the case of candidates applying under RIT’s 3+3 program. The candidate must present a final transcript within one semester after first registering for a graduate program. Graduate applicants who do not fully satisfy all admission criteria as to grades, test scores or other credentials, but do show sufficient promise to qualify for a trial period of graduate study, may be admitted on probation to the Institute. Any candidate who has a probationary admission status must perform at a minimum 3.0 Cumulative Grade Point Average, receive no C’s, and be formally reviewed by the faculty at the end of one semester of the first year study to earn non-contingent admission status.

Applicants for admission with graduate degrees in related fields shall have the right to petition the admissions committee to waive the GRE requirement. The admissions committee shall make the final determination on a case-by-case basis. Candidates should be aware that in cases where the requirement is waived, the admissions committee will have less information on the candidate on which to predicate a decision.

## **B. Matriculated Students**

This status applies to students who have been formally accepted as degree candidates through the Office of Admissions and the School Psychology Graduate Committee.

## **C. Non-matriculated Students**

This status refers to students who are not candidates for a Master's degree at the Institute and are taking courses for their own benefit on a space-available basis. Courses taken by students in a non-matriculated status may, or may not, be applied to a program once admission as a degree matriculate has been attained. All non-matriculated students must hold a baccalaureate degree from an accredited college or university. All non-matriculated students may take up to four (4) courses, but no more, before official acceptance into the School Psychology Program.

These four courses may be taken one semester or over several semesters. Under extraordinary circumstances, this limit may be extended by the Director of the program. Although informal advisement may be provided to non-matriculated students, no formal program of study can be approved prior to admission.

## **D. Full-Time Students**

The RIT School Psychology Program admits students on a full-time basis. A full-time student is a matriculated or non-matriculated candidate carrying 12 or more credit hours per semester. All matriculated candidates will be assigned a faculty advisor for the duration of their graduate study. Candidates wishing to change advisors must indicate their reasons for the change in writing and secure the signature of their assigned and of their new faculty advisors. Candidates registered for more than 18 credit hours per semester must have the permission of their advisor or the program Director. Additional tuition will be charged at the current credit hour rate.

## **E. Part-Time Students**

Occasionally, the RIT School Psychology Program will admit students on a part-time basis. A part-time student is a matriculated or non-matriculated student carrying fewer than 12 credit hours per semester. Such students pay tuition at the current credit hour rate. All part-time, matriculated candidates are required to fulfill the same program requirements as full-time candidates. The internship year must be completed on a full-time basis. Further, part-time candidates must meet with their academic advisor to develop a Residency Plan (See Appendix XI) that includes a timeline for completion of coursework and activities designed to increase professional identity and fulfill the program's goals and objectives (e.g. faculty colloquia, NYASP conventions, NASP conventions, and professional workshops).

## **F. International Graduate Students**

The U.S. Department of Justice expects international students to prove competency in the English language prior to their acceptance to an American college or university. In keeping with this expectation, RIT graduate international students are asked to submit Test of English as a Foreign Language (TOEFL) scores. Applicants to the School Psychology Program are to submit TOEFL scores of 580 or above prior to admissions to graduate studies. Candidates who score below the 580 on the TOEFL but who otherwise meet academic requirements will be referred to the English



Language Center, ESOL (English for Speakers of Other Languages) program or other similar language programs.

Candidates will not be admitted to the School Psychology Program until they score 580 on the TOEFL.

#### **G. Re-admission of Graduate Students**

1. Candidates who leave the School Psychology Program with a GPA of 3.0 or better (in good standing) and return to the School Psychology Program within two years of the time their last course was completed will be re-admitted to the program upon re-application.
2. Candidates who leave the program with a 3.0 or better and wish to return to the program more than two years after the last course was completed must meet current admissions standards upon re-application. The program of study shall be subject to review and will be rewritten. Previous waiver and/or transfer credit may be lost, and program deficiencies may need to be made up.
3. Candidates who leave the program with a GPA below 3.0 must meet current admission standards upon re-application. Re-admission is based on all information, including previous graduate level work.
4. The School Psychology Program faculty has the responsibility, upon a candidate's re-admission, to determine which previous courses, if any, are applicable toward the degree.
5. In all cases, candidates must complete the program within seven years of the date of the earliest coursework counted toward the degree.

#### **H. Leave of Absence**

If appropriate, a leave of absence may be requested by a candidate in preference to a withdrawal from the Institute. The advantage for the candidate is that a class space will be reserved for a given period of time. A leave of absence is not to extend more than three terms (including summer term) beyond the term in which the candidate was most recently registered. If a longer period is requested, the candidate will be advised to withdraw from the Institute and re-apply through the Admissions Office when appropriate. A leave of absence candidate failing to re-register in the expected term will be placed in the inactive file.

For further information, please see RIT policy D.02.1 Leave of Absence and University Withdrawal Policy. <http://www.rit.edu/academicaffairs/policiesmanual/d021>

### **III. Course of Study**

The course of study for candidates in the School Psychology Program at RIT employs a sequential plan to orient candidates to the children, families, and educational institutions they will serve upon completion of the program (See Appendix I for full listing of School Psychology Courses). During the first two years of enrollment, candidates will participate in a planned program of observations and participation in educational settings under the close supervision of university faculty. Candidates will become familiar with the roles, responsibilities and functions of pupil service personnel, and with the operation of

interdisciplinary teams. Through planned experience and course work, candidates will become familiar with school and community resources.

The School Psychology Program at RIT insures the substantial preparation of all trainees through courses, course content, or other appropriate means in each of the following areas:

**Psychological Foundations**

- Biological Basis of Behavior
- Cultural Diversity in Education
- Child and Adolescent Development (Normal and Abnormal)
- Human Exceptionalities
- Social Bases of Behavior

**Educational Foundations**

- Education of Exceptional Learners
- Instructional and Remedial Techniques
- Organization and Operation of Schools

**Assessment Intervention (Direct and Indirect)**

- Consultation
- Counseling
- Behavior Management

**Statistics and Research Design**

**Professional School Psychology**

- History and Foundations of School Psychology
- Legal and Ethical Issues
- Professional Issues and Standards
- Roles and Functions of the School Psychologist

**A. Course Numbers and Titles**

Please see Appendix IV for M.S. in School Psychology Program Check List

		<b>Credit Hrs (S)</b>
<b>Required Psychological Foundation and Professional Courses:</b>		<b>(Total Credits) 9</b>
PSYC 713	Graduate Developmental Psychology	3
PSYC 710	Developmental Psychopathology	3
PSYC 711	Biopsychology	3
<b>Required Statistics and Research Methodology:</b>		<b>(Total Credits) 6</b>
PSYC 640	Statistics	3
PSYC 641	Applied Research Methods	3
<b>Required Specialized Courses:</b>		<b>(Total Credits) 33</b>
PSYC 620	Interpersonal Intervention Skills	3

PSYC 630	Academic Assessment	3
PSYC 631	Cognitive Assessment	3
PSYC 632	Social-Emotional Assessment	3
PSYC 650	Applied Behavior Analysis	3
PSYC 730	Comprehensive Assessment Integration	3
PSYC 721	Academic Intervention	3
PSYC 720	Advanced Consultation	3
PSYC 722	Advanced Counseling	3
PSYC 603	Ethical and Legal Issues	3
PSYC 723	Systems and Organizational Interventions	3
<b>Required Field Experience</b>		<b>(Total Credits) 18</b>
PSYC 600	Field Experience I: Professional School Psychology Foundations	3
PSYC 601	Field Experience II: Professional School Psychology Foundations	3
PSYC 701	Advanced Practicum I: Issues in Diversity	3
PSYC 702	Advanced Practicum II: Issues in Diversity	3
PSYC 750	Internship (two semesters)	6
<b>Electives</b>		
PSYC 757	Special Topics	4
<b>TOTAL CREDITS</b>		<b>66</b>

## **B. Proposed Plan of Study Master's and Advanced Certificate**

### **First Year**

1 <sup>st</sup> Semester:	Field Experience I: Professional School Psychology Foundations Graduate Developmental Psychology Interpersonal Intervention Skills Academic Assessment Statistics
2 <sup>nd</sup> Semester:	Field Experience II: Professional School Psychology Foundations Social-Emotional Assessment Academic Intervention Applied Behavior Analysis Cognitive Assessment

### **Second Year**

1 <sup>st</sup> Semester:	Comprehensive Assessment Integration Ethical and Legal Issues Advanced Counseling Developmental Psychopathology Advanced Practicum I: Issues in Diversity
2 <sup>nd</sup> Semester:	Systems and Organizational Interventions Biopsychology

Advanced Consultation  
Advanced Practicum II: Issues in Diversity  
Applied Research Methods

### **Third Year**

1 <sup>st</sup> Semester:	Internship
2 <sup>nd</sup> Semester	Internship

### **C. School Psychology Course Descriptions:**

#### **PSYC 600 - Field Experience I: Professional School Psychology Foundations**

Registration # PSYC 600

The purpose of the course is to introduce candidates to the field of school psychology. The candidate will participate in field and in-class activities enabling them to obtain firsthand knowledge and familiarity with the roles and functions of school psychologists, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Field experiences will also give candidates the opportunity to gain firsthand knowledge and familiarity with school systems, collaborative problem solving, micro-skills in counseling, classroom management, and relevant professional and legal issues. (Matriculation into school psychology program)

#### **PSYC 601 - Field Experience II: Professional School Psychology Foundations**

Registration # PSYC 601

The purpose of this course is to continue to immerse candidates in the field of school psychology. The candidate will participate in field and in-class activities enabling them to obtain firsthand knowledge and familiarity with current topics and issues that impact the field of school psychologists. Field experiences will also give candidates the opportunity to gain firsthand knowledge and familiarity with the necessary competencies required of school psychologists by state and national accrediting bodies. These competencies and topics include but are not limited to : collaborative problem solving, bullying, learning disabilities, evidence based interventions, counseling, consultation, classroom management, applied behavioral interventions, curriculum based measurement, and relevant professional and legal issues (Matriculated into the school psychology program)

#### **PSYC 603 – Ethical and Legal Issues**

Registration # PSYC 603

This course reviews the laws and ethical principles that affect the practice of school psychologists within a school-community systems context.

#### **PSYC 713 - Graduate Developmental Psychology**

Registration # PSYC 713

This course is designed to enhance candidates' knowledge and skills with regard to infant, child, and adolescent development. We will examine a variety of topics that relate to the physical, cognitive, and social-emotional development of children and adolescents in the context of classic and current theory. We will also explore issues such as attachment, resiliency, and policy issues that pertain to positive child and adolescent development. Candidates will gain an enhanced knowledge of the sequence of child development and the processes that underlie it by studying child development from a chronological approach. Theories that discuss the various domains of development will be examined through each age period. This course will emphasize the interdependence of all domains of

development and contribute to an appreciation of the interrelatedness of theory, research, and applications.

### PSYC 711 – Graduate Biopsychology

Registration # PSYC 711

A graduate level introduction to the field of behavioral neuroscience, the study of neurobiological basis of cognition and behavior. Topics include neuroanatomy and physiology, localization of function, brain injury, research methods in behavioral neuroscience, and biological basis of learning, language, memory, emotion, conscious states, sexual behavior, etc.

### PSYC 620 - Interpersonal Intervention Skills

Registration # PSYC 620

This course presents counseling theories, techniques and strategies for working with children and adolescents and their families. It is designed to develop basic counseling and crisis intervention skills. Three areas that are given the most attention are developing one's counseling knowledge base, developing one's basic psychotherapeutic communication skills and developing one's self-awareness. This course is offered to first-year candidates matriculating in the school psychology program and may be offered to other interested candidates by permission of the instructor.

### PSYC 630 - Academic Assessment

Registration # PSYC 630

Candidates of this course will study assessment generally, types of tests and their uses, strengths and weaknesses of specific instruments, principles of reliability and validity, scales, and norms. Candidates will acquire an understanding of the quantitative and qualitative aspects of measurement. Extensive practice will be given in the administration and scoring of standardized assessment procedures. Emphasis will be placed on the use of various academic assessment procedures in schools and other settings. (Matriculation into the school psychology program)

### PSYC 631 - Cognitive Assessment

Registration # PSYC 631

This course concentrates on the development of theory and applied skills in intellectual assessment. Candidates learn to select and administer individual intelligence tests, to interpret results, to form test-based recommendations for intervention, and to provide written and oral reports. Assessment of persons who are culturally different or disabled is emphasized (Matriculated into the school psychology program).

### PSYC 632 - Social-Emotional Assessment

Registration # PSYC 632

This course uses interviews, behavioral observations, rating scales, and projective measures for the assessment of child and adolescent personality and adaptive behavior. Candidates gain experience in administering, interpreting, and reporting results of measures currently used in the practice of psychology in schools. (Cognitive Assessment)

### PSYC 640 – Statistics

Registration # PSYC 640

This course reviews descriptive and inferential statistics. Basic and advanced conceptual material will be presented to assist candidates in their understanding of diverse data analytic methods, their appropriate application, and how to interpret statistical analyses. Topics include one- and two-sample inferential procedures, interval estimation, correlation, nonparametric tests, linear regression, and analysis of variance. Candidates will learn to integrate concepts with computer applications. Course content will be taught through lectures, discussion, and applied data analysis exercises. Candidate

mastery of the material will be evaluated through small group discussion of data set analyses, written results of the analyses following APA style, and two exams. This course is required for all candidates matriculating in the School Psychology Program. Non-matriculating students may take the course with instructor approval.

#### PSYC 641 – Applied Research Methods

Registration # PSYC 641

This course explores various types of research methods as well as important methodological issues and concepts. Methodologies studied include experimentation, quasi-experimentation, content analysis, surveys, and interviews. Methodological issues cover research ethics, reliability, threats to internal and external validity, demand characteristics, volunteer participant problems, and issues in sampling.

#### PSYC 650 - Applied Behavior Analysis

Registration # PSYC 650

This course reviews scientifically-based principles, concepts and methods of behavior analysis. Topics covered include behavioral assessment, data analysis, and approaches to behavior change. A special focus is on the functional behavioral assessment process within schools. Candidates will learn to develop assessment-based behavior intervention plans, which are tailored to the unique needs of individual students, through a collaborative problem-solving process involving families and school staff. This course is offered to candidates matriculating in the school psychology program and to non-matriculating students with permission of the instructor.

#### PSYC 701 - Advanced Practicum I: Issues in Diversity

Registration # PSYC 701

The purpose of the course is for candidates to continue to participate in supervised field experiences in school/clinical settings along with a didactic component emphasizing the development and application of a multicultural and contextual lens within their field experiences. Candidates will gain knowledge necessary to work effectively with students from a wide variety of contextual, cultural, and linguistic backgrounds. Topics include but not limited to: Multicultural Theory, Culture, Cultural Identity, Social Class, Race and Ethnicity, Gender Issues, Religion and Spirituality, and Sexual Orientation.

#### PSYC 702 - Advanced Practicum II: Issues in Diversity

Registration # PSYC 702

The purpose of the course is for candidates to continue to participate in supervised field experiences in school/clinical settings along with a didactic component emphasizing the development and application of a multicultural and contextual lens within their field experiences. Candidates will begin to apply their knowledge and available resources to further develop the skills necessary to work effectively with students from a wide variety of contextual, cultural, and linguistic backgrounds. Topics include but not limited to: Ecological models, Developmental Contextualism, Oppression, Resilience, Privilege and Power, Immigration and Acculturation, and Multicultural Assessment.

#### PSYC 721 – Academic Intervention

Registration # PSYC 721

Most referrals to school psychologists involve some sort of learning problem. What variables affect school learning? Are some influences more important than others? Which of these influences are alterable and therefore available as interventions to improve learning? What classroom strategies work best? We will examine theories of school learning and the basic psychological principles that apply to teaching and learning. This will be accomplished through the examination of the role of teachers, which includes their responsibility for teaching curriculum, classroom management, and the

social and emotional growth of candidates. Candidates will learn to critically evaluate the instruction provided to a particular candidate in a given content area. In addition, candidates will learn to assess academic functioning within the learning environment, identify specific target areas for intervention, set appropriate goals and objectives, monitor student progress toward those goals and objectives, and evaluate the effectiveness of the intervention(s) in place as a result of the assessment. Candidates are expected to leave this course with a cursory understanding of the problem-solving process and the development and monitoring of effective interventions, and basic competence in applying this process.

#### PSYC 723 – Systems and Organizational Intervention

Registration # PSYC 723

This course will assist candidates in building their consultation skills, with an explicit focus on systems-level issues and interventions. Candidates will learn principles of population-based prevention and intervention services and family-school collaboration. An array of evidence-based schoolwide interventions will be explored in depth with a focus on the role of the school psychologist within the larger system. Prerequisites: PSYC 620, 630, 650, 720, 721

#### PSYC 730 – Comprehensive Assessment Integration

Registration # PSYC 730

This is an applied course in linking the diagnostic assessment of exceptional children and adolescents to recommendations for appropriate interventions. Candidates learn to select and develop a plan of assessment for a variety of referral questions. Candidates continue to learn and expand their skills in administering tests. Candidates primarily learn to interpret, and integrate test data and report the results and recommendations for parents, teachers and multidisciplinary evaluation teams. This course is offered to second-year candidates matriculating in the School Psychology Program. Pre-requisites, Cognitive Assessment, Social-Emotional Assessment

#### PSYC 750 – Internship

Registration # PSYC 750

The 1200-hour internship is the culminating experience in the school psychology program. It provides an intensive, supervised training experience in which interns put the knowledge, skills, and attitudes learned during their training program into practice while continuing to develop and expand upon those abilities. The internship year is a broad-based, individualized experience that provides an opportunity to work with a variety of children, parents, teachers, support staff, and administrators. Interns are exposed to a variety of educational meetings, programs, workshops, resources, and conferences through their internship sites. Monthly class seminars supplement the supervised training experience. Prerequisites: All coursework completed and faculty approval.

#### PSYC 757 – Special Topics in School Psychology

Registration # PSYC 757

This course is designed to allow the candidate to focus on a given special topic or area of research relative to school psychology. Such topics or activities may include selected readings, assessment techniques, direct intervention skills, or indirect intervention skills. This course may be offered from 1 to 3 credit hours depending on the specific topic covered.

### **IV. Advisement**

#### **A. School Psychology Candidate Advisement**

Upon admission to RIT, graduate candidates are assigned an advisor who is a full time faculty member of the School Psychology Program. The advisor is available to meet with candidates to provide assistance in completing the graduate program.

During orientation, candidates receive their advisors' names and contact information. They should contact the advisor and plan to meet together at least once per semester.

## **B. Mail Folders**

Mail folders are located outside the School Psychology office. They contain a folder for each person in the program. Important notices and information are communicated in this way. In addition, there is a bulletin board on which notices are posted regarding local educational programs and workshops, scholarship information, and job opportunities in the field. Check your mail folder whenever you are on campus.

## **V. Registration**

### **A. Admission of Students to Class**

It is the responsibility of the student to enroll in classes during the designated registration periods, using the Student Information System (SIS). Prior to the registration period, students are responsible for ensuring that any holds that may have been placed on their accounts have been resolved and removed so that access to the registration system is permitted. Using SIS, faculty can access official class rosters for each course they are teaching, in any given term. Class rosters indicate those students who have been properly registered for the class. Students whose names do not appear on the class roster are not formally registered for the course. Without formal registration, students are not permitted to attend the course beyond the add/drop period.

### **B. Graduate Registration**

Degree-seeking graduate students (see [Policy D02.0](#)) may register for graduate courses (600-900 level) that are approved for the academic plan(s) for which they are enrolled. When registering for graduate courses outside the home department not typically associated with enrolled academic plan(s), the approval of the department offering the course is necessary. Exceptions to this are as follows:

1. Non-degree-seeking (undergraduate or graduate) students will be allowed to take graduate courses (600-900 level) with the approval of the department offering the course and with the knowledge that the course work completed while a non-degree-seeking student may not apply to any given baccalaureate or graduate program.
2. Degree-seeking and non-degree-seeking graduate students may register for undergraduate (100-599 level) courses with the understanding that these courses are not applicable to graduate programs.

No more than 20% of the course credit taken in a masters level degree program can be graduate courses that are cross listed with undergraduate courses. Cross-listed studio courses do not count towards this limit. In certain cases, the Provost in consultation with Graduate Council may allow exceptions to this rule provided there is sufficient justification.



If an undergraduate and graduate course is to be cross-listed, the undergraduate course must be at the 500-599 level and the graduate course must be at the 600-699 level. Additional advanced level learning outcomes and educational experiences designed expressly for graduate students (content, instruction, and workload) are required in any graduate level course that is dual-listed with an undergraduate course.

### **C. Adding And Dropping Courses**

The add/drop period is the first seven (7) calendar days, excluding Sundays and holidays, of the full fall, spring, and summer terms. The add/drop period for other academic sessions is determined based on the length of the course and posted on the [Registrar's Office website](#). In extenuating circumstances in which a student requests to be added or dropped from a class outside of the established add/drop period, the student must submit a completed Add/Drop/Audit form, with all required signatures, to the Registrar's Office.

## **VI. Withdrawal and Tuition Refund Policy**

### **Full Time degree seeking Undergraduate and Graduate**

It is the student's responsibility, not the instructor's, to assure that the University Withdrawal or Leave of Absence Form has been completed and submitted to the home academic department.

Acceptable reasons for withdrawal with refund during the term:

#### **Full Tuition Refund**

- Active military service: Students who withdraw to enter military service prior to the end of the term are eligible for a 100% refund of tuition and refundable fees for courses not completed. Documentation of such military services must be provided from the appropriate military official.
- Academic reasons: Students sometime register before grades from the previous term are available. If such a student later finds that he/she is subject to academic suspension, or has failed prerequisites, the student will be given a full refund upon withdrawal.

#### **Partial Tuition Refund**

The student must Officially Withdraw from all courses or take a leave of absence from the University, in order to be eligible for a partial tuition refund. A partial refund will be made during a term, in accordance with the schedule shown below, if withdrawal/leave of absence is necessitated for one of the following reasons:

- illness, certified by the attending physician, causing excessive absence from classes;
- withdrawal for academic reasons at the request of the University during a term;
- transfer by employer, making class attendance impossible;
- withdrawal for academic or personal reasons at the request of the student, approved by the student's advisor or department representative, and Student Financial Services.

*NOTE:* Non-attendance does not constitute an official withdrawal. Official withdrawal from courses is required even if the student is not eligible for a tuition refund. The final grade is determined by the official withdrawal documentation.

## **Part Time Programs**

The student must arrange to drop or drop with penalty from courses; otherwise, he/she will not receive a tuition refund. It is the student's responsibility (not the instructor's) to ensure the course drop with penalty paperwork is properly processed. Please note that the official withdrawal from courses is required even if the student is not eligible for a tuition refund. The final grade is determined by the official withdrawal documentation.

*NOTE:* Non-attendance does not constitute an official withdrawal. Should the student find it necessary to drop or drop with penalty from a course, the net refund will be calculated in accordance with the term payment received, the tuition charged as outlined in the schedule below, any current term fees and any balance remaining from the previous term.

If charges are reduced due to withdrawal, Financial aid programs are reimbursed before a cash refund is issued to the student. The student is responsible for any unpaid balance at the time of withdrawal. Aid programs are reimbursed in the following sequence: Federal Direct Loans, Perkins Loans, Federal Pell Grants, Federal SEOG, other federal aid, state aid, and institutional aid. If a credit balance still remains, the student is then issued a refund.

For the current year refund schedule, please see <http://www.rit.edu/fa/sfs/refund>.

## **VII. Financing Your Education**

### **A. Full Time Graduate Student Equivalency Forms**

The regulations of the New York State Commission of Education (Subpart 145-2) specify that full-time student status is equivalent to 12-credit hours of registered courses. For candidates to be accorded full-time graduate student status, they must be registered for 12 credit hours through a combination of course credit and equivalency.

**IF INTERNS HAVE OUTSTANDING STUDENT LOANS, THEY MUST COMPLETE A FULL-TIME GRADUATE STUDENT EQUIVALENCY FORM FOR INTERNSHIP, ATTACH A COPY OF THE REGISTRATION CONFIRMATION, AND SUBMIT IT TO THE PSYCHOLOGY DEPARTMENT.**

### **B. Financial Aid**

If you have any questions or concerns about alternatives for meeting the cost of education, you should contact the Financial Aid Office.

RIT administers federal and state aid programs. Both federal and state aid programs have the following eligibility requirements:

- Must be a U.S. citizen or eligible non-citizen
- Must be matriculated into a degree program
- Must demonstrate financial need (except for Federal Direct Unsubsidized Stafford Loan)
- Must file a free Application for Federal Candidate Aid

Please note that in order to process federal candidate aid, all Financial Aid Transcripts from previously attended schools must be provided to RIT. The **New York State Tuition Assistance Program (TAP)** is available to legal residents of New York State. Eligible persons must be enrolled full-time (minimum of 12 credit hours per semester). Award amounts vary according to income as determined by New York State (amounts range from \$75 to \$1,125). To apply, complete the NYS TAP Application in addition to the Free Application for Federal Candidate Aid (FAFSA).

### **C. Graduate Scholarships**

Graduate Scholarships are available to matriculated candidates. Scholarship recommendations are made by the Admissions and Scholarship Committee of the School Psychology Program. The amounts of the awards vary and two factors are considered in making decisions: academic merit and expressed need. Academic merit for incoming, first year candidates is based on application materials. For matriculated candidates, academic merit is based on performance in the program. No financial aid forms are required for graduate scholarship; financial need should be explained in writing to the Graduate Program Director.

Candidates who receive scholarship aid during their first year of study are not guaranteed that second year funding levels will be maintained. Decisions regarding scholarship renewal, increase, or decrease of funds will be made annually and based on academic excellence, expressed need, and amount of funds available.

**Note:** In some cases candidates may hold scholarships or other types of financial aid that make it imperative to maintain **FULL TIME CANDIDATE STATUS**. During the internship, course load hours carried may fall below the required 12 hours. Forms available in the Psychology Department office must be completed and signed by the Graduate Program Director in order to maintain full-time student status.

### **D. Assistantships**

These are available through the Psychology Department and other entities on campus. Interested applicants should write to the Graduate Program Director explaining needs, interests and job related skills and experience.

Although candidates can apply for the above awards before matriculation, they can be awarded only to matriculated candidates. These awards are generally awarded to full-time candidates, but exceptions are made for qualified part-time candidates. See description of assistantship responsibilities in Appendix III.

### **E. Federal Work-Study Program.**

Candidates must be enrolled full-time (minimum of 12 credit hours per semester) to be eligible. Award amounts vary according to availability of funds and demonstrated financial need. To apply, complete the Free Application for Federal Candidate Aid (FAFSA).

### **F. William D. Ford Federal Direct Student Loan Program**

Candidates must be enrolled at least half-time (minimum of 6 credit hours per semester) and must demonstrate financial need as defined by the U.S. Department of Education in order to receive an interest subsidy during eligible enrollment and grace periods. If financial need does not exist, the candidate may be eligible for an Unsubsidized Loan, in which case the candidate will be charged interest from the time

the loan is disbursed until it is paid in full. Award amounts vary according to individual costs of education. Additional information may be obtained from the D.S. Department of Education “Candidate Guide.” To apply, complete the Free Application for Federal Candidate Aid (FAFSA). RIT will then determine your eligibility, process the loan, and deliver the funds.

## **VIII. Institute and Program Policies**

All program policies are written to reflect established Institute Educational Policies and Procedures, which can be found online at <https://www.rit.edu/academicaffairs/policiesmanual/policies/student>. Differences may be noted between certain program and Institute policies. In such cases, program policies take precedence (e.g., waivers).

### **A. Credit Hours**

Credit hours are acquired through courses, seminars, and other learning experiences open to graduate students only. No more than 6 semester credit hours shall be awarded for the supervised internship experience.

### **B. Transfer Credit**

At the graduate level, transfer credit may be granted for the graduate level courses completed with a grade of “B” or better, and within the seven years prior to admission to the School Psychology Program. No undergraduate course work, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission will be accepted in transfer. A maximum of 12 semester credits (4 courses) may be awarded as transfer credit from other accredited institutions. Under exceptional circumstances, additional credit hours may be accepted in transfer with permission of the Dean of the College of Liberal Arts. Only official transcripts can be accepted to award transfer credit. Candidates should contact the Registrar’s Office at the institution they previously attended and request that an official transcript be sent.

### **C. Seven Year Rule for Graduate Study**

All courses needed for graduation must be completed within seven years from the date of matriculation. In other words, the last course you take cannot be more than seven years after the first course you took. This includes all required and elective courses, but not bridge courses or prerequisites. Exceptions to this rule must be approved by the program coordinator, the dean of your college, and the dean of graduate studies on behalf of the Graduate Council. The appeals process is designed only for extenuating circumstances beyond your control.

Below is a brief outline of the process for appealing for an extension of time:

- Contact your graduate program coordinator PRIOR to the end of the seven-year period.
- Assemble documentation specified by the program coordinator for submission of the appeal. This typically includes:
  - a list of expired courses
  - proof of “current knowledge” of the course material, as determined by the program coordinator
  - an explanation of why the uncompleted courses were not completed in the seven-year timeframe
  - a detailed completion plan

- letters of support from the dean and program coordinator
- your RIT transcript
- a current résumé
- The graduate program coordinator may then file an appeal on your behalf to the dean of your college. The decision to send the appeal forward to the dean of graduate studies is at the discretion of the program coordinator and the dean of your college.
- The dean of graduate studies will review the appeal and submit a final decision to the program coordinator and to the registrar if reinstatement is recommended.

#### **D. Credit by Examination/Experience**

Credit by examination is assigned for successful completion for various external or Institute examinations, provided such examinations cover or parallel the objectives and content of the indicated courses. “X” graded courses do not count toward the residency requirement. Credit must be assigned in advance of any credit received through registration for the indicated course. A maximum of 12 credit hours (4 courses) is allowed. Exceptions to the maximum transfer credit or credit-by-examination for graduate programs can be granted in unusual circumstances. (See Appendix V for the Credit by Examination/Experience form which should be completed in consultation with your faculty advisor.)

According to the RIT Educational Policies and Procedures Manual, the RIT policy regarding Credit by Examination is as follows:

**With the approval of the graduate director of your program, you may, under special circumstances, appeal to receive credit by examination or experience for a graduate course. A Credit by Examination/Experience form must be completed and filed with the bursar (with payment of a fee as communicated by the bursar) prior to taking the exam. The exam is pass/fail. The notation on a candidate’s permanent record is X (examination) credit only and does not affect the RIT grade point average.**

In order to receive course credit by examination (test out of courses) in the graduate program in School Psychology, a candidate must have had comparable course work at the graduate level at another institution. Credit by Examination is appropriate particularly in the following situations:

1. A candidate enters the program with more than four recent graduate courses (since the maximum number of courses that can be accepted in transfer is four).
2. A candidate enters the program with graduate course work that is too old to be accepted in transfer.

**Candidates are reminded that when challenging a course by examination, in no case will they be permitted to attend classroom lectures & discussions.**

#### **E. Explanation of Grades**

<b>Grade</b>	<b>Description</b>	<b>Quality Points</b>
<b>A</b>	Excellent	4.00
<b>A-</b>		3.67
<b>B+</b>		3.33
<b>B</b>	Above Average	3.00
<b>B-</b>		2.67
<b>C+</b>		2.33
<b>C</b>	Satisfactory (minimum passing grade for graduate course credit)	2.00
<b>C-</b>		1.67
<b>D</b>		1.00
<b>F</b>	Failure	0.00

**R** – Registered – a permanent grade indicating that a candidate has registered for a given course but has yet to meet the total requirements for the course or has continuing requirements to be met. The grade is given in graduate thesis work. Completion of the thesis will be noted by having the approved/accepted thesis title, as received by the registrar from the department, typed upon the candidate’s permanent record. Full tuition is charged for these courses. “R” graded courses are allowed in the calculation of the residency requirement for graduate programs; however, they do not affect GPA calculations.

**F. Policy on Incomplete Grades**

When an instructor observes conditions beyond the control of a candidate such that the candidate is unable to complete course requirements in the given term or session, the instructor may assign an Incomplete notation (“I”) to a candidate. The instructor determines and advises the candidate of the due date, not to exceed two terms including summer session but excluding intersession, by which the candidate must complete course requirements. If the registrar has not received a "Change of Grade" form from the professor after two terms including summer session but excluding intersession, then the Incomplete becomes an "F" grade. An extension of time may be granted at the discretion of the instructor. Credit hours are not earned and the GPA is not affected until a permanent grade is assigned.

If there are extenuating circumstances which render an instructor unable to assign a grade or evaluate a candidate's work and assign a grade to replace an "Incomplete" notation, the head of the academic unit in which the course was taught will select an instructor to act in the place of the original

instructor. After appropriate evaluation of the candidate's work, that instructor will assign a grade in place of the "Incomplete" notation.

All grades of "I" must be removed before entering the internship. No candidate with two or more "Incomplete" grades shall be permitted to take additional courses until these "Incomplete" grades have been eliminated. However, in extraordinary circumstances, candidates may appeal to the program director to waive this requirement.

### **G. Changing Grade**

Once a grade has been reported by a faculty member, it is not the right of any person to change this unless an actual error has been made in computing or recording it. If an error has been made, the faculty member must complete the appropriate form and the completed form must be approved by the Chair of the department in which the faculty member teaches. When approved by both of these individuals, the form is to be forwarded to the registrar. There is, however, an appeal procedure for disputed grades through the Academic Conduct Committee of the college in which the course was offered, with final appeal to the Institute Hearing and Appeals Board.

### **H. Repeating Courses to Raise Low Grades**

For graduate candidates, the grades of all courses attempted will count in calculating the cumulative grade point average. This cumulative grade point average shall be at least 3.0 ("B" average) as a graduation requirement. The Dean of the College, or a designee, must approve all applications for graduate courses a candidate wishes to take a second time. That is, if a course is taken more than once, all grades received in that course will appear on the transcript and will be used in calculating the GPA. No course may be repeated more than once. ***Any course not passed with a C or better must be repeated or substituted in order to satisfy graduation requirements. Courses completed with grades of C- and below do not count toward program requirements.***

### **I. Policy on Probation, Suspension, and Termination**

Any candidate who has a probationary admission status must perform at a minimum 3.0 cumulative grade point average and be formally reviewed by the faculty at the end of one semester of the first year study to earn non-contingent admission status.

Degree-seeking graduate candidates will be placed on probation or suspended from the university according to the criteria enumerated below. All actions are taken at the end of the term; however, a candidate may petition the Dean of the College for reconsideration of probation or suspension, should the removal of an "Incomplete" grade raise the program grade point average above those stated below. Each degree-seeking graduate candidate will generate two different grade point averages. The university average reflects all course work completed at RIT. The program average reflects course work completed at RIT applicable to graduation in a candidate's current academic program.

- a. Any degree-seeking graduate candidate whose program grade point average falls below a 3.0 after 15 semester credit hours subsequently will be placed on probation and counseled by the program director (or their designee) concerning continuation in the graduate program.
- b. Candidates placed on probation who fail to raise their program cumulative grade point average to 3.0 within 15 semester hours will be suspended from the graduate program.

- c. Any candidate earning two “C” grades in program courses will be placed on probation and counseled by the program director (or their designee) concerning continuation in the program.
- d. Any candidate who earns three “C” grades in program courses, or one “D” or below in program courses will be subject to suspension from the program.
- e. Candidates will not be granted their degree if their program grade point average is below 3.0, or if any required courses were not passed with a C or better.

## **J. Academic Honesty**

Membership in the academic community imposes on candidates and faculty members an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression. Candidates must assume responsibility for helping to sustain an educational and social community where the rights of all are respected. One of the tenets of the academic community is that all scholars present as their work only that which is truly their own. For candidates this includes all work submitted for academic purposes, not only examinations, and papers, but also behavioral management programs, log hours, evaluation reports, and projects specific to the program, whether graded or not.

### **Who is Responsible?**

Who is responsible for seeing that academic honesty is maintained? We all are. For academic honesty to prevail, candidates must join faculty in promoting it. By encouraging an atmosphere of honesty and hard work, candidates serve RIT and their fellow candidates by making the program a better place to learn.

Your responsibility as a candidate is to determine exactly how the principle of academic honesty applies to a particular assignment in a class. Should any questions arise, consult the instructor. If you witness suspicious behavior, you should discuss the problem with the candidate first. If this does not correct the situation, you should tell the course instructor of your suspicion. When an instructor suspects plagiarism in a piece of written work, the instructor should present the evidence to the candidate who submitted it. Because academic dishonesty is so serious, for the first offense failure in the course and, as appropriate, suspension for a semester or deprivation of the degree in that year are suitable; for a second offense the candidate may be asked to leave the program. All instances of academic dishonesty will be recorded in the candidate’s permanent departmental file. Fear of being charged with plagiarism should not inhibit anyone from appropriately using another’s ideas or data in a piece of writing. Direct quotation frequently is an effective device in developing an argument. Academic honesty requires only that writers properly acknowledge their debts to other authors.

### **What is Academic Dishonesty?**

Academic dishonesty includes:

- **Plagiarism:** Plagiarism is using someone else’s ideas without proper or complete acknowledgement. For example, verbatim copying of a passage from a book into a paper without quoting or citing the source is blatant plagiarism, as is downloading material from the internet without attribution. In addition, rewording someone else’s work or ideas and using it as your own is also plagiarism. It is very important that candidates acknowledge all ideas, work and even distinctive wording that is not their own. However, certain information is considered “common knowledge” and may be used without



acknowledgement. The informal nature of some writing may make it unnecessary to use formal citation, but still requires honest attribution to original authors of all borrowed materials. When in doubt, consult a professor. Candidates unsure of how to properly acknowledge a source should consult the *APA Publication Manual*.

In its deliberations, the faculty considers the following to be evidence of plagiarism in a piece of writing: 1) the failure to put quotation marks around (or, when appropriate, to indent and to single-space) words, symbols, phrases, or sentences quoted verbatim from any source, whether published or not; 2) the failure to acknowledge one's use of reworded or restated material – even when loosely paraphrased; 3) the inclusion of another's data, ideas or arguments when not acknowledged by footnote or reference.

- **Multiple Submission:** Multiple submission is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. Slightly altered work that is resubmitted is also considered to be fraudulent. When submitting any work to an instructor for a course, it is assumed that the work was produced specifically for that course. Submissions of the same work in more than one course without prior approval is prohibited. If the courses are being taken concurrently, approval of the professors for both courses is required. If a candidate wishes to submit a paper which was written for a course taken in a previous semester, the candidate need only obtain the permission of the professor teaching the current course.
- **False Citation:** False citation is falsely citing a source or attributing work to a source from which the referenced material was not obtained.
- **False Data:** False data is fabrication or alteration of data to deliberately mislead. For example, changing data to get better experimental results is academic fraud.
- **Falsification of Records:** False records of any kind (for example, inaccurate logs of hours spent or activities conducted in field placements) constitute academic fraud.

**\*Citation:** We wish to acknowledge that this Honor Code is based on material taken from the Honor Codes of the following schools:

Swarthmore College; Vanderbilt University; University of Virginia

In the fall of the first year of matriculation in the School Psychology Program each candidate will be asked to sign the statement below indicating understanding of, and compliance with, this statement on academic honesty.

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I have read and understood the School Psychology Program statement on academic honesty and I commit myself to upholding it.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **K. Formative Annual Candidate Review**

Each year in the program, candidates will receive a formative annual candidate review (See Appendix VI). This occurs at the completion of the academic year for years one and two, and mid-way through the year during year three (internship year). The purpose of the formative review is to provide candidates with feedback on the progress they are making toward successful completion of the program. Both strengths and areas to address are noted in the review. Descriptions of the Formative Annual Review rating form that include the areas to be rated with behavioral anchors are found in Appendix VI. Candidates are rated as follows:

- |                            |  |
|----------------------------|--|
| <b>1 Needs Improvement</b> | Demonstrates limited competency, progress, or achievement.     |
| <b>2 Adequate</b>          | Demonstrates satisfactory competency, progress, or achievement |
| <b>3 Outstanding</b>       | Demonstrates advanced competency, progress, or achievement     |

Candidates who receive a “1” in any area are responsible for contacting their academic advisor to determine how they will proceed in addressing that area. Failure to do so may result in suspending advancement in program completion (i.e., will be dropped from classes or a hold placed on their registration).

## **L. Policy with Respect to Professionally Relevant, Non-academic Behavior in Fieldwork.**

In addition to performing at acceptable academic levels in the program, it is expected that graduate candidates will demonstrate the ability to behave at acceptable levels in the various pre-professional activities in which they are engaged (including interactions with faculty and other candidates). It is assumed that this aspect of performance in practicum, internship, and other relevant professional activities will be evaluated regularly, and will contribute significantly to part of the assessment of each graduate candidate’s progress toward the successful completion of the program.

In general, it is expected that candidates in the program will demonstrate levels of performance in relation to the children and youth that they serve, and to supervisors and other professionals in their placements, which are acceptable to the school professional personnel and to the program faculty.

Specifically, the candidate should be able to perform adequately in the following areas of behavior:

- a. The ability to develop and maintain satisfactory relationships with children and youth to a level of performance appropriate to graduate work
- b. The ability to engage in acceptable peer and faculty relationships within the context of the professional work situations in the field and in the School Psychology Program.
- c. The ability to engage in constructive consultation in the professional work place involving communicating with other staff about candidate cases and related issues.
- d. The ability to accept and profit from professional supervisory relationships.
- e. The ability to function within guidelines and limits of the professional ethics and standards of the National Association of School Psychologists. Failure to meet NASP ethical guidelines shall be cause for dismissal.

- Please refer to NASP Principles for Professional Ethics, found online at <http://www.nasponline.org/>. Each candidate should become thoroughly familiar with them.

The performance of candidates in their fieldwork setting will be monitored in each of the above areas. Consultation with the practica and internship placement field supervisors will be a part of this process. Written evaluation reports from the field placement supervisors will be shared with the candidate, reviewed by the program practicum/internship coordinator, and placed in the candidate's folder. **Termination from the fieldwork for failure to perform adequately with regard to professionally relevant non-academic behavior shall constitute termination from the program.** Candidates who are found to be inadequate in any one area of the professionally relevant behaviors, by two or more school psychology faculty members, will be notified in writing and the following procedures will be followed:

- a. A plan for remediation will be adopted that might include several options including personal therapy, personal growth experiences, additional field experiences, etc. A specific date for re-evaluation will be set.
- b. Candidates will be placed on nonacademic probation during the remediation program. Candidates may also be placed on probation for poor academic performance and/or excessive delays in finishing incompletes. They will be so notified in a letter from the Graduate Program Director.
- c. If the faculty members and candidate have not been successful in remediating professional behavior or competency, then the involved faculty members will submit their recommendations for termination with appropriate documentation, to the candidate's Faculty Advisor, with a copy to the Graduate Program Director. Copies of recommendations and documentation will be available to the candidate.
- d. The candidate shall have an opportunity to discuss the recommendation for termination with his/her faculty advisor.
- e. If agreement cannot be reached, the advisor will submit the recommendations for termination, with documentation, along with his or her own assessment to the Graduate Program Director. A copy of this assessment will be provided to the candidate.
- f. If the Graduate Program Director agrees with the recommendation for termination, a copy of the notice of termination will be sent to the candidate.
- g. The candidate, if dissatisfied, may appeal to the appropriate RIT Appeals Board.

#### **M. Professional Memberships**

All candidates are expected to read non-course-related literature, attend professional conferences and workshops, and network with other professionals. It is recommended that candidates become members of the National Association of School Psychologists and the New York Association of School Psychologists by the end of their first semester of enrollment and continue their membership throughout their tenure in the School Psychology Program.

#### **IX. Requirements for Graduation**

**Requirements for Graduation** - A minimum of 66 graduate credit hours is required for completion of the program's Master of Science Degree and New York State Certification as a School Psychologist. A portfolio review is required for an Advanced Graduate Certificate. The degree & certificate will not be conferred unless all state certification requirements are met.

A. **GPA**- A cumulative grade point of 3.0 or above is required.

B. **Portfolio Review** - The School Psychology Program at RIT utilizes a comprehensive, multi-method, multi-source process to assess candidate learning and professional development and to ensure that all candidates acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. One important component of this assessment is the school psychology portfolio. Candidates develop and maintain a cumulative portfolio of their progress throughout the program. The program's portfolio is an authentic assessment, whereby candidates document their professional growth and development. This portfolio is essential to (1) the development of self-evaluation skills, (2) the documentation of acquired competencies, (3) the relevance of the programs goals and objectives to the profession, and (4) monitoring and charting academic and professional development.

The portfolio will serve as a tool from which to evaluate and establish goals, as a major source of documentation of readiness for the Internship (review conducted spring of year two of full time study), and additionally as helpful documentation in preparing for future professional pursuits.

The portfolio should be developed in a hardcover, loose-leaf binder and organized with tabbed dividers. Obviously, the portfolio of a first semester candidate will not reflect the breadth or depth of the third year intern. The portfolio is developed cumulatively over the entire length of the program. By the end of year one, candidates should have developed beginning materials in each of the six areas listed below. In year two and year three the selected documentation should reflect greater depth and/or breadth of competency development. That is, candidates will not necessarily have more documentation but they will have "better" documentation which reflects greater development in each skill area.

### **1. Pre-Internship Review.**

At the completion of three semesters of study (beginning of Spring Semester, Year Two), the portfolio must include the following sections prior to internship year:

- a. A current Vita or Resume.
- b. A brief (1-2 typewritten pages) cover letter to a hypothetical employer addressing the candidate's qualifications, experience, and professional goals.
- c. One Psychoeducational Report with corresponding face sheets of test protocols and other materials needed to understand the cases. If possible the cases should include one school age child and one early childhood/developmental assessment. All summary reports must include background information (reason for referral, history of problem, etc.), summary of methods and/or procedures implemented, testing and classroom observations, intellectual, academic and social emotional functioning, summary of results, recommendations, and, where possible, follow-up information. Typical summary reports are 3-5 typed (double-spaced) pages, including charts or graphs. **It is important that all**

**identifying information be removed from reports and protocols or changed to fictitious information to protect confidentiality.**

- d. A Counseling Case Study Report.
- e. A Behavioral Consultation Intervention Report. Interventions typically are developed in the following courses: Practicum, Applied Behavioral Analysis, or Consultation. The planned intervention should be implemented and at least preliminary data should be collected and displayed.
- f. An Academic Intervention Report, describing a case study where an academic problem is identified, interventions are developed, and methods to measure candidates' Response to Intervention are applied post-intervention (e.g., progress monitoring, graphing, etc.).

**2. Internship Case Study.** During Internship year (Year Three), the portfolio must be updated to include a comprehensive case study on an individual child or adolescent.

The purpose of the case study is to provide candidates an opportunity to integrate their skills in assessment, case conceptualization, consultation/collaboration, intervention development, and monitoring intervention effectiveness. Candidates may choose to work directly or indirectly with a child or adolescent who demonstrates any area of concern (e.g., academic, behavioral, social-emotional, mental health). The product is a detailed written summary of the assessment and intervention activities associated with the collaborative problem-solving process used in addressing the concern, including **problem identification, problem analysis, intervention, and evaluation.**

**Portfolio Evaluation.** Portfolio review occurs once before Internship year and once during Internship year. A preliminary completion of the portfolio is required for the candidate to go on internship. The procedure is as follows: During Fall and Spring semester of the second year of full-time study (or the equivalent for part-time study), the portfolio is formally evaluated by faculty readers using a 3-point Likert Scale for each of the content areas covered in each section of the portfolio. If all content areas within each section receive a rating of 2.0 or better, that section will be passed (See Appendix VII for Portfolio Review Form). Pre-internship portfolio sections may be re-written and re-submitted to raise the rating to 2.0 or better. Internship contracts will not be signed until the pre-internship section of the portfolio has received a passing score. A candidate may not begin internship without passing this section.

Descriptions for the 3-point Likert Scale rating are as follows:

- 1 Needs Development:** Demonstrates substantial lack of competency
- 2 Effective:** Demonstrates adequate competency, or lacks few important components
- 3 Very Effective:** Demonstrates commendable ability

During internship, the portfolio must be updated to include a completed Case Study (See Appendix VIII for Case Study Rubric). Successful updating and resubmitting of the portfolio to include a completed Case Study is required for the Masters of Science degree. The internship case study is evaluated formally by the candidate's faculty advisor during the internship year.

Candidates must contact their faculty advisors before or during **the first week in November** of the internship year to discuss their progress on the case study. The first three sections of the case study must be submitted to the faculty advisor **no later than December 15<sup>th</sup>** of the internship year. Completed case studies must be submitted to the faculty advisor **on or before March 15<sup>th</sup>** of the internship year. Failure to adhere to the above timelines may result in a delay of the candidate's completion of the program.

The case study will be evaluated using a 3-point scale as described above. The rubric is divided into four sections (i.e., problem identification, problem analysis, intervention, evaluation), each containing several items. To receive a passing evaluation, no more than one item in each section may be rated as "Needs Development."

**NOTE:** Case Study standards were adapted from the National Association of School Psychologists (NASP). We wish to express our thanks to the trainers who designed this case study.

### **C. Practica Experiences**

Practica experiences serve as a bridge between theory and practice in school psychology. Practica experiences are distinct from and occur prior to the internship. The practica provide a systematic and reasoned sequential plan to orient candidates to the schools. The practica include a planned program of directed observations and participation in the schools. The candidate will become acquainted with the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams, during the practica. In addition, the practica will serve to familiarize the candidate with available school and community resources. The practica consist of a weekly classroom seminar and six hours per week of placement in a school or agency setting during the first two years of the program. Practica candidates will be supervised on site by a certified and experienced school psychologist or the equivalent and on campus by the faculty member serving as practicum coordinator. Site visits to field placements by the university coordinator shall be made each semester or more frequently as needs arise. The practica experience shall be conducted in a manner consistent with current legal and ethical standards.

There is a direct relationship between practica experiences and the objectives for which practica are intended.

Systematic evaluation of practica candidates will be ongoing. On-site supervisors will complete evaluation forms each semester and will review them in a face-to-face meeting with the candidate before forwarding them to the university practica coordinator (See Field Supervisor Handbook). The practica are a major part of preparation for the internship.

RIT psychologists-in-training **MUST** have a test waiver signed by the parent or legal guardian in the case of minors, or by the candidate's themselves, in the case of candidates over 18 years of age, making clear that the candidate will be evaluated by a school psychologist-in-training prior to any assessment. Appropriate uses of assessment information gathered by psychologists-in-training include progress evaluation, intervention planning, and monitoring. Data gathered exclusively by RIT psychologists-in-training cannot be used to make eligibility decisions, as practicum candidates are not certified through New York State. Where assessment data is used, the field-based supervisor will be the psychologist of record.

The Practica sequence occurs during the academic year, corresponding to coursework and to the public school calendar. In exceptional cases practica will be offered in the summer months. It is

the responsibility of the individual candidate to make a request to the Graduate Program Director or to an individual faculty member for University-based supervision over summer months. Faculty participation is voluntary and such an arrangement will be made only when agreeable to both parties.

Recommended summer placements are educational/school programs (e.g. 12 month programs for children with special needs) or clinical settings for children, where school calendar does not apply.

All practicum requirements apply:

- Candidates are responsible for providing their transportation and transportation costs to their practicum site.
- Practicum plans completed and signed by the site supervisor and submitted to the university supervisor (See Field Supervisor Handbook)
- Placement contract
- Journals - transferring the journals via e-mail is acceptable
- 60 documented hours in setting
- Formal evaluation by the field supervisor
- Face to face, phone or e-mail contact with the instructor replaces class meeting and takes place minimally 1/week

#### **D. 1200 Hour Internship**

The internship is the culminating experience in the School Psychology Program at Rochester Institute of Technology and occurs during the final year of the program. The internship occurs on a full-time basis over a period of one academic year. The internship consists of a minimum of 1200 clock hours, at least 600 of which are in a school setting. In addition, internship candidates meet for an on-campus integrative seminar once a month. No more than six credit hours, awarded as credit for the supervised internship, will be counted toward the required minimum 66 graduate credit hours. The purpose of the internship is to provide direct, supervised experience in the roles and functions of the psychologist in the schools and also to provide broad exposure to the educational and cultural environment of the internship site. The intern will put knowledge, skills, and attitudes learned on campus into practice while continuing to develop and expand upon those abilities. The internship is a broad-based experience in which the candidate has opportunity to work with a wide variety of children, teachers, parents, administrators, and staff and is exposed to a variety of programs, workshops, resources, and conferences.

The internship experience is supervised by both field-based and university-based supervisors. For the portion of the internship that is in the school setting, the field-based supervisor is a fully credentialed school psychologist with at least three years of experience in the field. That portion of the internship which may be in a non-school setting is supervised by an appropriately credentialed psychologist. Field-based supervisors will be responsible for no more than two interns at any given time. University internship supervisors will be responsible for no more than twelve interns at any given time. Field-based internship supervisors will provide a minimum of two hours per week of direct supervision for each intern. The internship experience shall be conducted in a manner consistent with current legal and ethical standards of the profession.

The internship placement setting will be responsible to provide appropriate support for the internship experience including, but not limited to, the following:

- a. A written contractual agreement specifying the period of appointment and the terms of compensation (See Appendix IX)
- b. A schedule of appointments consistent with that of the agency school psychologist (e.g., calendar, in-service training participation, etc.)
- c. Completion of Core Internship Plan (See Appendix C in the Internship Handbook)
- d. Participation in continuing professional development activities
- e. Expense reimbursement consistent with policies pertaining to agency school psychologists
- f. An appropriate work environment including adequate supplies, secretarial services, and office space
- g. Release time for internship supervisors
- h. Commitment to the internship as a training experience

The internship is arranged by the candidate in consultation with the program internship coordinator during the spring semester of the year preceding the internship. Geographic location and travel time for the prospective intern will be considered whenever possible. However, the program **cannot** guarantee that all internship placements will be in the immediate Rochester area.

The candidate will participate in a supervised school psychology internship five days a week. With supervision and direction from the field placement supervisor, the candidate will actively participate in the various tasks and daily activities of the psychologist in the schools. The internship will provide a balanced exposure to both regular and special education programs. In addition, monthly on-campus seminars will provide a gathering time to discuss and to analyze each candidate's experience in his/her field placement. Candidates are encouraged to use this group time to share ideas, raise questions, and state concerns.

Evaluation of the intern is an ongoing process involving feedback from the on-site and collegiate supervisors and self-evaluation by the intern. The intern will conduct him/herself in a manner consistent with current legal-ethical standards of the profession. See policy on non-academic professionally relevant behavior on page 24. The internship should involve regular discussion of the intern's activities and progress. The collegiate supervisor will make at least two contacts with the internship field supervisor during the internship year, and may conduct on-site visits as needed.

Final evaluation of the intern is based on this ongoing feedback process. Supervision notes and the evaluation report completed by the on-site supervisor at the completion of each semester of the internship will be reviewed. Also, a review of the intern's log, appropriate samples of written work (e.g., psychological reports), and experience reports will be taken into account.



### **E. PRAXIS-II Exam**

Candidates must receive a passing score on the PRAXIS-II School Psychologist exam that is offered by ETS. Scores are to be reported to the School Psychology Program prior to applying for graduation. Candidates typically take the PRAXIS-II exam the summer before internship or during their internship. The PRAXIS-II exam is a requirement for the partial-fulfillment to become a Nationally Certified School Psychologist (NCSP).

## **X. Resources**

### **A. Identification Card**

Use of Institute facilities such as the library, athletic areas, and use of the RIT meal plan require an RIT ID card. ID cards are issued through the Office of the Registrar.

Candidates must present verification of their name and birth date prior to having their picture taken (e.g., driver's license, police ID card, birth certificate, etc.) International candidates may present their passport. ID cards are automatically validated each semester by the Bursar's Office if candidates are registered for courses and have paid tuition.

Additional information may be found at <http://www.rit.edu/academicaffairs/registrar/future-candidates/faq>

### **B. Wallace Memorial Library**

Wallace Memorial Library is a multimedia learning center. Its holdings are accessible by computerized on-line catalog terminals on-site and by remote access. These holdings include not only books but compact disks, microfilm, newspapers, magazines, professional journals, films, videocassettes, recordings, and other media. The catalog gives location as well as circulation information for each item. Additional information may be found at <http://library.rit.edu/>

### **C. Tests for the School Psychology Program**

All testing materials used in the assessment course sequence are held in the test kit library in the School Psychology office. The policy on these materials is as follows:

1. Only candidates enrolled in the School Psychology Program may take out TESTS from the test kit library. Tests can be checked out during the hours that the test kit library is open.
2. TESTS circulate for seven (7) days at a time.
3. The fine is \$5.00 a day for overdue test kits.

### **D. Educational Technology Center (ETC)**

Educational Technology Center (ETC) provides television and audiovisual support services to faculty, candidates, and staff. The department provides television productions and distribution, media production that includes photographic and graphic services, and audiovisual distribution service. ETC also provides a Media Resource Center, which houses the RIT media and slide collections and a language learning laboratory.

ETC staff is available to candidates to assist in obtaining and using media materials, from making overhead transparencies, to renting films and borrowing equipment for group viewings. The offices are located in the lower level of Wallace Memorial Library.

Additional information may be found at <http://www.rit.edu/academicaffairs/etc/>

### **E. Counseling Centers**

Information about RIT Counseling Centers and the services provided may be found at <http://www.rit.edu/candidateaffairs/counseling/index.php>

1. **NTID Center on Employment** • 475-6219 (V/TTY)
  - Handles all career counseling for Deaf and Hard of Hearing candidates.  
<http://www.ntid.rit.edu/nce>
2. **Candidate Health Center** • 475-2255 (V/TTY)  
<http://www.rit.edu/candidateaffairs/candidatehealth/>
3. **Substance & Alcohol Intervention Services for the Deaf (SAISD)** • 475-4978 (V/TTY)  
<http://www.rit.edu/ntid/saisd/>
4. **Rape Crisis Services**
  - Monroe County - 546-2777 (V)
  - All other Counties - 1-800-527-1757

### **F. Escort Service**

The Campus Safety Department provides an escort to anyone walking on campus during the hours of darkness, seven days a week. Anyone who wishes to use the Escort Service may call 475-2853 V or 475-6654 TTY (Campus Safety non-emergency numbers). The escort service can be called from any regular telephone or blue light phone on campus.

Campus Safety can also be called at the non-emergency numbers to assist candidates with lock-outs or car battery problems.

For emergencies, dial Campus Safety at 475-3333 (V) or 475-6654 (TTY) for immediate assistance.

### **G. Vehicle Registration**

All vehicles operated on the RIT campus by candidates, faculty, and staff must be registered with Campus Safety. Information pertaining to parking registration as well as any required forms may be found online at <http://www.rit.edu/fa/facilities/pats>

### **H. Child Care**

Graduate candidates are advised to leave infants and children in the care of others outside of the classroom. If no one is available to care for children in the home, candidates may wish to contact

Margaret's House at 475-5176 (V/TTY). Additional information may be found at <http://www.rit.edu/candidateaffairs/margarethouse/>

## **STATEMENT OF NON-CONTRACT**

**This handbook does not constitute a contract between the Institute and its candidates on either a collective or individual basis. It represents RIT's best academic, social, and financial planning at the time of its publication. Course and curriculum changes, as well as unforeseen changes in other aspects of RIT life sometimes occur after the Handbook has been printed, but before the changes can be incorporated in a later edition of the same publication. Because of this, Rochester Institute of Technology does not assume a contractual obligation with its candidates for the contents of the Candidate Handbook.**

**For further information, consult the Educational Policies and Procedures Manual available through the Office of Academic Affairs.**

# APPENDICES

## **Appendix I: List of Courses in the School Psychology Program**

PSYC 600	Field Experience I: Professional School Psychology Foundations
PSYC 601	Field Experience II: Professional School Psychology Foundations
PSYC 603	Ethical and Legal Issues
PSYC 620	Interpersonal Intervention Skills
PSYC 630	Academic Assessment
PSYC 631	Cognitive Assessment
PSYC 632	Social-Emotional Assessment
PSYC 640	Statistics
PSYC 641	Applied Research Methods
PSYC 650	Applied Behavior Analysis
PSYC 701	Advanced Practicum I: Issues in Diversity
PSYC 702	Advanced Practicum II: Issues in Diversity
PSYC 711	Graduate Biopsychology
PSYC 713	Graduate Developmental Psychology
PSYC 720	Advanced Consultation
PSYC 721	Academic Intervention
PSYC 722	Advanced Counseling
PSYC 723	Systems and Organizational Interventions
PSYC 730	Comprehensive Assessment Integration
PSYC 750	Internship
PSYC 753	Thesis
PSYC 757	Special Topics in School Psychology

## Appendix II: Full-Time Graduate Student Equivalency Form



ROCHESTER INSTITUTE OF TECHNOLOGY  
 OFFICE OF THE REGISTRAR  
 EASTMAN HALL (EAS), ROOM 1202  
 PHONE 585/475-2821  
 FAX 585/475-7005

### Full-time Equivalency (Degree-Seeking Graduate Students Only)

#### Instructions

This form must be completed for each term of the academic year for which full-time equivalency is requested. If status changes, the student is responsible for submitting a new form. Please follow the process below:

1. **Student** initiates the request for full-time equivalency with the Program Director of their home department.
2. **Program Director** should forward the completed form, totaling 12 units or more, to the Office of the Registrar.

<b>General Information</b>	University ID Number _____  Name _____ <small style="display: flex; justify-content: space-between; width: 100%;"> <span>Last</span> <span>First</span> <span>Middle</span> </small>  Academic Program _____ Plan _____ Sub-Plan 1 _____ Sub-Plan 2 _____
<b>Defining Full-Time Equivalency</b>	RIT is responsible for reporting student enrollment status in support of financial aid applications, immigration regulations, loan deferrals, insurance eligibility and to determine tax status. The following categories, in line with the regulations of the New York State Commissioner of Education (Subpart 145-2), define full-time student status equivalent to 12 units of enrolled classes, laboratory, or thesis work which must be an integral part of the student's pre-filed program.  For students to have full-time graduate student status they must be enrolled for 12 units through a combination of course credit and equivalency as defined below: <ul style="list-style-type: none"> <li>Three clock hours of teaching, research or laboratory assistantship work or required makeup work per week shall be considered equivalent to 1 unit hour of enrolled class units for the purpose of defining full-time graduate study equivalency.</li> <li>Non-credit work on a thesis or required research project will be considered equivalent of full-time graduate study if the program director certifies this fact to the Registrar. <b>Such verification is limited to a maximum of four terms.</b></li> </ul> <p><b>Important: Students who require access to on-campus facilities</b> (e.g., Wallace Library, Student Life Center, etc.) must be enrolled in valid RIT coursework.</p>
<b>Credit Equivalency Activities</b>	Term _____ <input type="checkbox"/> Remove Full-Time Equivalency  Enrolled Class Units _____ Enrolled Thesis Units _____ TOTAL ENROLLED UNITS <u>  0  </u>  * Non-credit Research Units _____ * Describe non-credit research activity below Teaching Assistant Units _____ Research Assistant Units _____ Lab Assistant Units _____ Complete "I" Grade Units _____ TOTAL EQUIVALENT UNITS <u>  0  </u>  TOTAL of ALL STUDY <u>  0  </u> must total 12 or more units
<b>Signatures</b>	Graduate Student Sign _____ Date _____  Graduate Program Director Print _____ Email _____@rit.edu Sign _____ Date _____
<b>Registrar's Office Use Only</b>	Date Received _____ Date Processed _____ Processed by _____ <input type="checkbox"/> Sent to SFS (historical) or Recalc Tuition (current) PS 8/16/2012 D <b>Distribution:</b> Please keep a copy for your records. Return original to the Registrar's Office, EAS, room 1202.

### **Appendix III: Graduate Assistantships in School Psychology: Job Descriptions**

Graduate candidates matriculated in and employed by the Psychology Department are paid on an hourly basis at a rate of \$12 per hour. Candidates must keep track of their hours by using a time clock or having their supervisor verify their hours worked. Responsibilities include the following:

**Faculty/Research Assistants-** Graduate assistants will assist faculty members in the preparation of materials and other activities, which support education in the classroom and/ or faculty research projects. Candidates will be assigned to work with professors in the Psychology department. Maximum 150 hours per year.

**Assessment Course Protocol Checkers-** Graduate candidates who have completed the assessment sequence of courses assist in grading the protocols of first and second year candidates. Three second year candidates needed. Maximum 125 hours per year.

**Office Assistants -** Graduate assistants will be employed as assistants to the Psychology Graduate Director and Psychology Department staff assistants. Responsibilities include typing, copying, taking phone messages, acting as receptionist to office visitors, sorting and distributing mail, and other miscellaneous tasks as needed. Some holiday hours may be required. Three assistants needed- two second year candidates and one first year candidate. Maximum 360 hours per year.

**Summer Office Assistants-** Duties similar to above description. One or two assistants needed for 12 week position (one at 40 hours per week or two at 20 hours per week).

**Test Kit Library Assistant** – A graduate assistant will be responsible for cataloging all reserve test material and test kits housed in the school psychology test kit library and will be available for checking materials in and out. This candidate will assure that the program has an adequate stock of required test protocols, and will order protocols when needed. This assistant will also maintain an up-to-date list of all test materials available for candidate use. One second year candidate. Maximum 150 hours per year.

**Newsletter/Website-** A graduate assistant will be employed to research, write and produce the Program Newsletter twice per academic year. In addition, this candidate will be responsible for updating and maintaining the program's website. One graduate candidate needed. Maximum 150 hours per year.

NOTE: There are a total of 18 pay periods beginning September and ending in May. Paychecks are distributed every two weeks.

**Additional Campus Employment-**is available through the Center for Residence Life (phone: 585-475-6022; e-mail: cksrla@rit.edu) and the Candidate Alumni Union (phone: 585-475-5248). Prospective candidates may wish to contact these offices directly. You may also visit the web at <http://www.rit.edu/candidateaffairs/SAGraduateAssistantships.php> for more information.



**Appendix V: CREDIT BY EXAMINATION FORM**





ROCHESTER INSTITUTE OF TECHNOLOGY  
 OFFICE OF THE REGISTRAR  
 EASTMAN HALL (EAS), ROOM 1202  
 PHONE 585/475-2821  
 FAX 585/475-7005

**Credit by Examination/Experience**

This form can be used by degree-seeking RIT students who wish to test out of a class, or to have work experience be reviewed for the possibility of receiving credit. An "X" grade can be assigned for successful completion of various external or university examinations, provided such examinations cover or parallel the objectives and content of the indicated class. In order to be eligible for credit by exam or experience, a student must not have received credit for the class. (In order to raise a grade or to remove a failure, the class must be repeated.) "X" graded classes do not count toward the residency requirement and do not affect GPA calculations. Units are included as hours earned. A maximum of 12 units are allowed for graduate programs.

<b>General Information</b>  Please Type	University ID Number _____
	Name _____ Last First Middle
	Academic Program _____ Plan _____ Sub-Plan 1 _____ Sub-Plan 2 _____
	Term credit is to be awarded by RIT (current term) 2 _____
	Subject _____ Catalog _____ Course ID _____ Units _____ E X M X G R T Y Grade

<b>Credit by Exam</b>  <input type="checkbox"/>  	<p><b>Instructions for Student</b></p> <ol style="list-style-type: none"> <li>Consult with Department Head of the department offering the class. Obtain the information above and provide the Department Head's signature below.</li> <li>Submit appropriate fee to Student Financial Services (SFS) prior to taking the exam. SFS will stamp the form in the box to the left after payment is made.</li> <li>Meet with your assigned faculty examiner for their approval and signature.</li> </ol> <p><b>Instructions for Faculty Examiner</b></p> <ol style="list-style-type: none"> <li>Make certain that the form is signed below by the Department Head of the department offering the class.</li> <li>Verify that the form has been stamped by Student Financial Services before giving the examination.</li> <li>Indicate evaluation process: <input type="checkbox"/> Written Exam <input type="checkbox"/> Oral Exam <input type="checkbox"/> Other _____</li> <li>Check One: <input type="checkbox"/> Pass (with grade of "X") <input type="checkbox"/> Fail (no grade)</li> <li>Sign below.</li> <li>Return the form to the Department Head (dept. offering the course) who will forward the form to the Registrar's office. NTID Students: return this form to NTID Records Office in Johnson Hall.</li> </ol>
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<b>Credit by Experience</b>  <input type="checkbox"/>  	<p><b>Instructions for Student</b></p> <ol style="list-style-type: none"> <li>Consult with Department Head of the department offering the class. Obtain the information above and provide the Department Head's signature below.</li> <li>Meet with your assigned faculty examiner for approval and signature if credit is to be awarded.</li> <li>Submit appropriate fee to Student Financial Services. SFS will stamp the form in the box to the left after payment is made.</li> <li>Return the form to the Department Head of the department offering the course. S/he will forward the completed form to the Registrar's Office.</li> </ol> <p><b>Instructions for Department</b></p> <ol style="list-style-type: none"> <li>Verify signatures of Department Head and examiner.</li> <li>Verify Student Financial Services stamp.</li> <li>Forward to Registrar's Office</li> </ol> <p><b>Basis for Request:</b></p>
--	---

<b>Approval Signatures</b>	<b>Department Head must approve prior to exam being given or experience evaluated.</b>
	Head of Dept. Offering Class Print _____ Email _____@rit.edu Sign _____ Date _____
	Faculty Examiner Print _____ Email _____@rit.edu Sign _____ Date _____

<b>Registrar's Office Use Only</b>	Date Received _____ Date Processed _____ Processed by _____
------------------------------------	---

REV 3/5/2013  
 REG-Credit by Exam/Experience

**Distribution:** Please keep a copy for your records. Return original to the Registrar's Office, EAS, room 1202.

**Appendix VI: Formative Candidate Evaluation**

**RIT School Psychology Program**  
Formative Candidate Evaluation: Year One

The School Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your fieldwork and course work, we have assigned rating in the following areas:

Candidate Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Date: \_\_\_\_\_

Area	Rating	Needs Improvement (1)	Adequate (2)	Outstanding (3)
<b>Practicum Plan Completion</b>		Has not completed some required activities outlined in practicum plan	Met expectations for practicum activities outlined in plan	Went beyond expected activities in practicum plan
<b>Practicum Evaluation</b>		Received ratings of 1 or 2 from supervisor, and/or contributes little to class discussion	Received adequate ratings (3 or better) from supervisor, and contributes to class discussions	Received highest ratings from supervisor <u>and</u> contributes substantially to class discussion
<b>Grades</b>		Less than 3.0 GPA and/or any C's in current year	GPA between 3.0 and 3.85, no C's in current year	At least 3.85 GPA overall
<b>Professionalism/ Attitude</b>		Any concerns about desire to learn, commitment to field, professional appearance, work ethic, initiative, or interpersonal skill	Able to engage in acceptable relationships on campus and in the field, consistent work ethic, committed to school psychology	Passionate about the field, excellent interpersonal skills, displays initiative and resourcefulness beyond expectation for year in program
<b>Professional Engagement</b>		Not a member of a related professional organization and has not attended any outside workshops or conferences this year.	Active membership in a related professional organization (e.g., NASP, NYASP, APA, CEC, etc.).	Active membership in a related professional organization AND has attended an outside conference or workshop this year.

Strengths:

Areas to address:

**RIT School Psychology Program**  
Formative Candidate Evaluation: Year Two

The School Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your fieldwork and course work, we have assigned rating in the following areas:

Candidate Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Date: \_\_\_\_\_

Area	Rating	Needs Improvement (1)	Adequate (2)	Outstanding (3)
<b>Practicum Plan Completion</b>		Has not completed some required activities outlined in practicum plan	Met expectations for practicum activities outlined in plan	Went beyond expected activities in practicum plan
<b>Practicum Evaluation</b>		Received ratings of 1 or 2 from supervisor, and/or contributes little to class discussion	Received adequate ratings (3 or better) from supervisor, and contributes to class discussions	Received highest ratings from supervisor <u>and</u> contributes substantially to class discussion
<b>Grades</b>		Less than 3.0 GPA and/or any C's in current year	GPA between 3.0 and 3.85, no C's in current year	At least 3.85 GPA overall
<b>Professionalism/Attitude</b>		Any concerns about desire to learn, commitment to field, professional appearance, work ethic, initiative, or interpersonal skill	Able to engage in acceptable relationships on campus and in the field, consistent work ethic, committed to school psychology	Passionate about the field, excellent interpersonal skills, displays initiative and resourcefulness beyond expectation for year in program
<b>Professional Engagement</b>		Not a member of a related professional organization and has not attended any outside workshops or conferences this year.	Active membership in a related professional organization (e.g., NASP, NYASP, APA, CEC, etc.).	Active membership in a related professional organization AND has presented at a conference or symposium this year.

Strengths:

Areas to address:

**RIT School Psychology Program**  
Formative Candidate Evaluation: Year Three (Internship)

The School Psychology Program faculty reviewed your progress toward competence as an independent school psychologist. Based on your products and evaluations submitted thus far, we have assigned ratings in the following areas:

Candidate Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Date: \_\_\_\_\_

Area	Rating	Needs Improvement (1)	Adequate (2)	Outstanding (3)
<b>Completion of Internship Activities</b>		Is not on target for completing all required activities during the year	Is on target for completing all required internship activities this year	Is likely to complete all expectations ahead of schedule
<b>Comprehensiveness of Internship Experience</b>		Activities are limited to few roles and/or candidate populations	Adequate balance of roles and candidate populations	Rich experience in a diversity of roles and candidate populations
<b>Supervision Requirements and Participation</b>		Inconsistent attendance at meetings and/or in managing course requirements	Satisfactory attendance at meetings, self-reliant in managing course requirements	Exemplary contributions to supervision, shows passion in sharing resources with classmates
<b>Taken the Praxis II?</b>		Has not registered for the Praxis II or has not achieved a score of 660	Registered for the exam or taken it and awaiting results	Taken and passed the exam
<b>Field Supervisor Evaluation</b>		Received ratings of 1 or 2 from supervisor	Received adequate ratings (3 or better) from supervisor in all areas	Received highest ratings from supervisor in most or all areas
<b>Case Study</b>		Insufficient progress toward case study completion	Self-initiated consistent progress toward case study completion	Case study completed
<b>Professional Engagement</b>		Not a member of a related professional organization and has not attended any outside workshops or conferences this year.	Active membership in a related professional organization (e.g., NASP, NYASP, APA, CEC, etc.).	Active membership in a related professional organization AND has presented at a conference or symposium this year.

Strengths:

Areas to address:

**Appendix VII: Portfolio Review**  
**Rochester Institute of Technology**  
**School Psychology Program**  
 Portfolio Review

Trainee Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Pre-Internship Review**

	Pass	Fail	Initials of Reviewer
Current Vita or Resume	_____	_____	_____
Cover Letter	_____	_____	_____
Behavioral Intervention Report	_____	_____	_____
Instructional Consultation Report	_____	_____	_____
Psychoeducational Report	_____	_____	_____
Counseling Case Study	_____	_____	_____

\_\_\_\_\_  
Trainee Signature

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**II. Internship Case Study**

	Pass	Fail	Initials of Reviewer
Problem Identification	_____	_____	_____
Problem Analysis	_____	_____	_____
Intervention	_____	_____	_____
Evaluation	_____	_____	_____

\_\_\_\_\_  
Trainee Signature/Date

\_\_\_\_\_  
Faculty Advisor/Date

Rochester Institute of Technology  
Portfolio Rating Form  
Vita

Area	Needs Development (1)	Effective (2)	Very Effective (3)
<b>Professional Appearance</b>  Rating: _____	Document reflects problems with spacing, margins, headings, font: all relevant work/training experiences not included; work/training experiences not in chronological order.	Document reflects adequate spacing, margins, headings, font; relevant experiences in chronological order.	Excellent use of headings and spacing to demarcate sections; relevant experiences clearly and concisely described.
Free of Error  Rating:: _____	Inappropriate tense, spelling and/or grammatical errors; errors in identification or descriptions of work/training experiences.	Appropriate tense, spelling grammar; accurate identification and descriptions of work/training experiences.	

Rochester Institute of Technology  
Portfolio Rating Form  
Cover Letter

Area	Needs Development (1)	Effective (2)	Very Effective (3)
<b>Professional Appearance</b>  Rating: _____	Document reflects problems with spacing, margins, font; wording reflects inappropriately informal expressions.	Document reflects adequate spacing, font, margins; wording avoids informal expressions.	
<b>Free of Error</b>  Rating: _____	Errors in tense, spelling, syntax, and/or grammar.	Appropriate tense, spelling, syntax, grammar.	
<b>Clarity</b>  Rating: _____	Document contains awkward, vague, or redundant statements; lacks organization.	Document is clearly written; paper is well organized.	Document is concisely written, avoiding wordy expressions.
<b>Qualifications, Experience, and Professional Goals</b>  Rating: _____	Not stated, unrealistic, inappropriate, not linked to personal values, work/training experiences. Little description beyond the roles and functions that apply to all school psychologists.	One or more realistic goals stated. Some mention of personal values or work/training experiences related to goals.	One or more realistic goals stated that are well linked and integrated with personal values and work/training experiences.

Rochester Institute of Technology  
Portfolio Rating Form  
Behavioral Consultation Report

Area	Needs Development (1)	Effective (2)	Very Effective (3)
<p><b>Reason For Referral</b></p> <p>Rating: _____</p>	<p>A behavioral problem is indicated</p>	<p>Includes sources of referral, main concerns; identifies impact on student learning/ social development, and/or effect on others</p>	<p>Also includes desired outcome of intervention by one or more stakeholders</p>
<p><b>Background Information</b></p> <p>Rating: _____</p>	<p>Includes insufficient information pertinent to the reason for referral; does not allow for a basic understanding of the child's functioning in relevant contexts.</p>	<p>Allows for a basic understanding of the child's functioning in relevant contexts. Information may include relevant: family and cultural information; developmental, medical, and school history; current educational placement and supports; summary of present functioning across academic, communication, adaptive behavior, socialization, motor, sensory areas.</p>	<p>Information from several sources is synthesized and organized to allow for a comprehensive understanding of the child within his/her family and cultural context; discrepancies in reports/data are acknowledged &amp; accounted for. Information addresses all or nearly all relevant areas listed within the "Effective" category.</p>
<p><b>Target Behavior</b></p> <p>Rating: _____</p>	<p>Identified but not operationally defined in observable and measurable terms.</p>	<p>Operationally defined in observable and measurable terms.</p>	<p>Also reflects collaborative development by two or more stakeholders.</p>



<p><b>Functional Assessment</b></p> <p>Rating: _____</p>	<p>Data regarding one or more target behaviors not collected; data collection method is not specified or is inappropriate for one or more behaviors; insufficient sampling across settings/times; lacks multi-method approach. Lacks hypotheses regarding behavioral function; insufficient data to support stated hypotheses that includes situations that predict target behaviors</p>	<p>Description of appropriate data collection method (s) for all behaviors; two or more direct observation periods; a multi-method approach is indicated; multiple informants. Hypotheses regarding behavioral function (s) for each behavior directly stated; data presented to support hypothesis.</p>	<p>Also includes direct observation across two or more representative settings/times and includes two or more direct observation peer comparisons. Narrative concisely identifies behavioral function and specific situations that predict and maintain each target behavior across all relevant settings.</p>
<p><b>Intervention</b></p> <p><i>Antecedent Modifications</i></p> <p>Rating: _____</p>	<p>Antecedent modifications insufficient, unrealistic, or inappropriate.</p>	<p>Antecedent modifications with contextual fit follow from assessment data; appropriate for developmental level and disability.</p>	<p>Also reflects collaboration in development.</p>
<p><i>Replacement Behaviors</i></p> <p>Ratings: _____</p>	<p>No mention of replacement behaviors or those identified do not follow from assessment data.</p>	<p>Replacement behaviors follow from assessment data; reflect functionally equivalent alternative behaviors or coping skills.</p>	<p>Also reflects collaboration in identification.</p>
<p><i>Integrity safeguards: Implementation guidelines for staff</i></p> <p>Rating: _____</p>	<p>Lacks indication of staff roles and responsibilities for implementation; lacks sufficient details for staff to replicate antecedent and consequence strategies across relevant settings and times.</p>	<p>Identifies key personnel and roles/responsibilities in developing new behaviors; details provided for staff to replicate antecedent and consequence strategies across relevant settings and times.</p>	<p>Clearly reflects team based collaborative process among key stakeholders; procedures to assess integrity of implementation.</p>

<p><i>Consequence strategies</i></p> <p>Rating: _____</p>	<p>Lacks appropriate reinforcement procedures and/or crisis intervention; or strategies lack contextual fit; or consequence strategies no consistent with assessment data.</p>	<p>Reinforcement and/or least restrictive behavior reduction strategies with good contextual fit identified; includes method for preference assessment; relevant crisis intervention strategy specified.</p>	<p>Behavior change procedures reflect outcome of collaborative planning; reinforcer assessment completed prior to implementation.</p>
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Rochester Institute of Technology  
Portfolio Rating Form  
Instructional Consultation Report

Area	Needs Development (1)	Effective (2)	Very Effective (3)
<p><b>1. Analysis of Student Skills</b></p> <p>A. Survey-Level Assessment</p> <p>Rating: _____</p>	<p>Incomplete or inaccurate description of assessment procedures and/or presentation of data, does not include a table, failure to establish level of success</p>	<p>Includes information in a table, established level of success but discrepancy from grade-level expectations may not be fully articulated</p>	<p>Includes a table and a graph, accurate description of student's level of skills and degree of discrepancy from expectations</p>
<p>B. Specific-Level Assessment</p> <p>Rating: _____</p>	<p>Incomplete or inaccurate description of assessment procedures and/or presentation of data, failure to address all reasonable hypotheses, conclusions not supported by data</p>	<p>Adequate data presentation for assessment conducted, explored reasonable hypotheses and drew accurate conclusions based on the data collected</p>	<p>Clearly and thoroughly presented, thorough analysis of student skills leading to well-supported conclusion about instructional needs</p>
<p><b>2. Analysis of Current Instruction</b></p> <p>A. Classroom Observations</p> <p>Rating: _____</p>	<p>Incomplete or inaccurate description of observation procedures and/or presentation of data, limited evaluation of current environment, focus of evaluation is primarily on the child</p>	<p>Data collection procedures are accurately described and results clearly presented in a table, some general statements about current instructional environment, balance of focus between the child and the environment</p>	<p>Data presentation is thorough and concise, section includes well-supported discussion of strengths and weaknesses of the current instructional environment for addressing the child's needs</p>

<p>B. Instructional Planning Form</p> <p>Rating: _____</p>	<p>Incomplete or inaccurate description of interview and/or instructional plan, limited evaluation of plan and/or use of information in considering intervention options, does not include completed IPF</p>	<p>Complete and accurate description of interview and instructional plan, some analysis of current plan leading to intervention development, includes completed IPF</p>	<p>Includes critical evaluation of current instructional plan based on research on instruction in the academic area, tied to intervention recommendations</p>
<p><b>3. Intervention Development</b></p> <p>A. Goal Statement</p> <p>Rating: _____</p>	<p>Goal statement is lacking information and/or rationale, criterion is unrealistic (too high) or not sufficiently ambitious (too low)</p>	<p>Complete goal statement including rationale and acceptable criterion</p>	<p>Complete goal statement including sound rationale and ambitious criterion</p>
<p>B. Intervention Plan</p> <p>Rating: _____</p>	<p>Plan is vague and/or lacks sound empirical base and/or does not address student needs adequately</p>	<p>Plan is adequately described, research-based, addresses student needs</p>	<p>Plan is thoroughly described, research-based, feasible, and tied to student's instructional needs and current plan</p>
<p><b>4. Intervention Evaluation</b></p> <p>A. Progress-Monitoring Graph (outcomes)</p> <p>Rating: _____</p>	<p>Graph is absent or contains inaccuracies or missing elements, fewer than 3 progress-monitoring data points, inaccurate or premature statements about student progress toward goal</p>	<p>Graph is accurately constructed, including aimline and trendline, at least 3 progress-monitoring points and a tentative statement about student progress</p>	<p>Graph is accurately constructed and includes aimline, trendline, at least 6 progress-monitoring points and an accurate statement about student progress toward goal</p>
<p>B. Implementation Fidelity Monitoring</p> <p>Rating: _____</p>	<p>No plan for implementation monitoring is included or plan is either too obtrusive or too limited to be useful</p>	<p>Adequate plan to monitor implementation that does not fully meet criteria for Very Effective</p>	<p>Thorough outline of plan to monitor implementation in a timely manner, utilizes a combination of self-report and observation techniques without being too obtrusive</p>

<p><b>5. General</b></p> <ul style="list-style-type: none"> <li>• Format and conventions</li> <li>• Understandable and Clear</li> <li>• Nonjudgmental/Sensitive</li> <li>• Relevant information</li> </ul> <p>Rating: _____</p>	<p>Poorly written report, overly subjective, includes too much irrelevant and potentially biasing information about the child, overly emphasizes within-child pathology instead of instructional needs, uses insensitive or judgmental language in reference to the student, parents, or school personnel involved</p>	<p>Professional quality report, may contain a few minor typographical errors or some extraneous information, language is mostly sensitive and non-judgmental, main focus of report is on student's instructional needs and intervention</p>	<p>Concise, professional, well-written in psychological report format, includes effective data presentation (e.g., tables, graphs) and clear explanations, language demonstrates sensitivity and is non-judgmental, minimizes inclusion of information not directly relevant to the student's instructional needs and intervention</p>
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**Comments:**

Rochester Institute of Technology  
Portfolio Rating Form  
Psychological Report

Area	Needs Development (1)	Effective (2)	Very Effective (3)
<p><b>Demographic Information/Reason for Referral</b></p> <p>Rating: _____</p>	<p>Missing information and or problem is stated in general terms</p>	<p>Complete information and problem stated in observable behavioral terms.</p>	<p>Complete information, problem stated in observable behavioral terms, examples are provided when the behavior occurs.</p>
<p><b>Sources of Information</b></p> <p>Rating: _____</p>	<p>Information provided by only one informant and/or inadequate assessment battery for reason for referral</p>	<p>At least two informants used and comprehensive assessment battery</p>	<p>Informants include parent, child, and teacher, comprehensive assessment battery</p>
<p><b>Behavioral Observations</b></p> <p>Rating: _____</p>	<p>Behavior only generally describes and lacks description of the setting</p>	<p>Behavior described in observable terms, description of the setting provided</p>	<p>Behavior described in observable terms and in comparison to the behaviors of peers, description of the setting provided</p>
<p><b>Background Information</b></p> <p>Rating: _____</p>	<p>Limited information on child's developmental and social history</p>	<p>Thorough information on child's developmental and social history including medical, family, school, and peer interactions</p>	<p>Thorough review of medical, developmental, and social history that includes relevant family history of learning and or mental health issues that may impact on the reason for referral</p>

<p><b>Test Observations</b></p> <p>Rating: _____</p>	<p>No statement provided on how the child approached the tests that may impact test results</p>	<p>Description of relevant test style behaviors and statement on whether current tests results or reliable or valid based on test style behaviors</p>	<p>All of those present for (2) plus an integration of test style behaviors on learning performance in other settings, such as classroom performance</p>
<p><b>Test Interpretation and Integration</b></p> <p>Intellectual/Cognitive Processing</p> <p>Rating: _____</p>	<p>Test results limited to percentiles and standard scores.</p>	<p>Test results include standardized scores, classifications of scores described in the test manual, and a description of strengths and weaknesses across domains</p>	<p>Test results include standardized scores, classification of scores described in the manual, strengths and weaknesses across domains, and demonstrates and understanding of what the test measures.</p>
<p>Achievement (error analysis)</p> <p>Rating: _____</p>	<p>Test results limited to percentiles and standard scores.</p>	<p>Test results includes percentiles and standard scores and a description of strengths and weaknesses across domains and are linked to cognitive and classroom performance</p>	<p>Test results include standardized scores, strengths and weaknesses across domains and are linked to cognitive and classroom performance. A pattern of skill development or arrest is noted.</p>
<p>Social Emotional</p> <p>Rating: _____</p>	<p>Test results limited to percentiles and standard scores.</p>	<p>Test results include percentiles and standard scores, a description of clinically elevated domains are described and are linked to previously presented data.</p>	<p>Test results include percentiles and standard scores, a description of clinically elevated domains are described and linked to previously presented data. Summary of social emotional functioning across tests is provided</p>

<p>Adaptive</p> <p>Rating: _____</p>	<p>Test results limited to percentiles and standard scores, a description of clinically elevated domains are described.</p>	<p>Test results include percentiles and standard scores, and a description of significantly sub-average functioning.</p>	<p>Test results limited to percentiles and standard scores, a description of significantly sub-average functioning. Summary of adaptive functioning is provided</p>
<p>Summary</p> <p>Rating: _____</p>	<p>No summary is provided or the summary does not include all relevant test domains</p>	<p>Summary integrates child's functioning across test domains and addresses the reason for referral</p>	<p>Summary integrates child's functioning across test domains, addresses the reason for referral, and provides relevant background information</p>
<p>Recommendations</p> <p>Rating: _____</p>	<p>Recommendations do not address the reason for referral</p>	<p>Recommendations address reason for referral.</p>	<p>Recommendations address reason for referral and include statements about interventions whose effectiveness may be measured.</p>
<p><b>Writing Style</b></p> <p>Free of spelling errors</p> <p>Rating: _____</p>	<p>Numerous spelling or proof reading errors</p>	<p>No more than one proof reading error</p>	<p>No spelling or proof reading errors</p>
<p>Free of grammatical errors</p> <p>Rating: _____</p>	<p>Several grammatical errors and or awkward sentences</p>	<p>No more than one grammatical error</p>	<p>No grammatical errors</p>
<p>Concise</p> <p>Rating: _____</p>	<p>Extremely wordy and rambling across several sections of the report</p>	<p>Report focuses on relevant information to describe child's history and performance</p>	<p>Each section of the report captures relevant information about the child in an efficient manner.</p>



Clear  Rating: _____	Difficult to follow what is being described or asserted	Unambiguous with paragraphs well organized that transition from on to the other	Easy to understand, well written sentences and paragraphs.
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Comments:

Rochester Institute of Technology  
Portfolio Rating Form  
Counseling Case Study

**Section 1: Problem Identification**

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g. local norms	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified, but not operationally defined
1.2	<input type="checkbox"/> The problem is defined by parent(s), teacher(s) and mental health professional (s)	<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3		<input type="checkbox"/> A baseline for the student behavior is established using sufficient data (Include here the behavior rating scales AND the frequency, duration, intensity of the behavior )	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data
1.4	<input type="checkbox"/> The student's behavior is identified as a skill and/or performance deficit and rationale is provided.  <input type="checkbox"/>	<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student's performance is not identified as a skill and/or performance deficit
	<input type="checkbox"/>		

**Section 2: Problem Analysis**

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Testable hypotheses are generated through collaboration with the student's education team, including the student's parents or primary caretakers.	<input type="checkbox"/> Case Conceptualization: Including a thorough History, Background, Developmental Context and Expectations, Child, Contextual/Home/School/Community Factors.	<input type="checkbox"/> Testable hypotheses are not developed.
2.2	<input type="checkbox"/>	Case Conceptualization: Diagnostic Hypothesis, Cognitive Schema hypothesis, Behavioral Hypothesis Patterns and Themes noted.	<input type="checkbox"/> Appropriate data are not collected to support the hypotheses; direct observation data not collected.

2.3		Cultural Factors thoroughly explored. Risk and Protective Factors of Culture/SES/Family/Community addressed <input type="checkbox"/>	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g. physical, social, linguistic, cultural)
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### **Section 3: Intervention**

	Very Effective	Effective	Needs Development
3.1	<input type="checkbox"/> Intervention is linked to <u>observable, measurable goal statement(s) reflecting validated data collection procedures</u>	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement (s) (This means that it is tied back to 1.1 AND 1.3 Reducing or Increasing observable behavior that can be measured.	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement (s)
3.2	<input type="checkbox"/> Intervention(s) selection is clearly linked to data from problem analysis and hypothesis testing.	<input type="checkbox"/> Intervention (s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention (s) selection is not based on data from problem analysis and hypothesis testing
3.3	<input type="checkbox"/> Intervention is evidence-based (i.e., has validated positive outcomes when used under similar conditions).	<input type="checkbox"/> Intervention (s) is research-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention (s) is not research or evidence-based (e.g., research literature, functional analysis, single case design analysis)
3.4	<input type="checkbox"/> Intervention development reflects meaningful participation of family and teacher(s).	<input type="checkbox"/> Intervention (s) is developed collaboratively	<input type="checkbox"/> Intervention (s) is not developed collaboratively
3.5		<input type="checkbox"/> Intervention (s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention (s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
3.6	.	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7			

		<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitation
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#### **Section 4: Evaluation**

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

**Appendix VIII: Portfolio Case Study Rubric**

Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Date: \_\_\_\_\_

**RIT School Psychology: INTERN CASE STUDY**

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the Intern Case Study. The case study will describe an actual case that has been completed by the intern using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study.

**Section 1: Problem Identification**

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student’s behavior is defined in the context of appropriate grade and/or peer expectations, e.g. local norms	<input type="checkbox"/> The student’s behavior is operationally defined	<input type="checkbox"/> The student’s behavior is identified, but not operationally defined
1.2	<input type="checkbox"/> The problem is collaboratively defined including the student, parent(s), teacher(s) and other professional(s)	<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance.
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data
1.5	<input type="checkbox"/> The student’s behavior is identified as a skill and/or performance deficit and an appropriate rationale is provided.	<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student’s performance is not identified as a skill and/or performance deficit

## **Section 2: Problem Analysis**

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Testable hypotheses are generated through collaboration with the student’s education team, including the student’s parents or primary caretakers.	<input type="checkbox"/> One or more testable hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed (e.g., child, contextual, home/community factors)	<input type="checkbox"/> Testable hypotheses are not developed.
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to support the proposed hypotheses. Appropriate data include both direct and indirect observation data.	<input type="checkbox"/> Appropriate data are not collected to support the hypotheses; direct observation data not collected.
2.3	<input type="checkbox"/> All salient child factors, contextual factors, and home/community factors were assessed in collaboration with the student’s education team and parents or primary caretakers.	<input type="checkbox"/> All salient child, contextual, and home/community factors were assessed in collaboration with the student’s education team.	<input type="checkbox"/> One or more salient child, contextual, or home/community factors were not assessed.

## **Section 3: Intervention**

	Very Effective	Effective	Needs Development
3.1	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s) reflecting validated data collection procedures	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement (s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement (s)
3.2	<input type="checkbox"/> Intervention(s) selection addresses ALL problems identified in the problem analysis.	<input type="checkbox"/> Intervention (s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention (s) selection is not based on data from problem analysis and hypothesis testing
3.3	<input type="checkbox"/> Intervention is evidence-based (i.e., has validated positive outcomes when used under similar conditions).	<input type="checkbox"/> Intervention (s) is research-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention (s) is not research or evidence-based (e.g., research literature, functional analysis, single case design analysis)

3.4	<input type="checkbox"/> Intervention development includes the student, parent(s), teacher(s) and other professional(s)	<input type="checkbox"/> Intervention (s) is developed collaboratively	<input type="checkbox"/> Intervention (s) is not developed collaboratively
3.5	<input type="checkbox"/> Intervention(s) reflects sensitivity to all of the following: Individual differences, resources, classroom practices, and other system issues.	<input type="checkbox"/> Intervention (s) reflects sensitivity to most of the following: Individual differences, resources, classroom practices, and other system issues.	<input type="checkbox"/> Intervention (s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues.
3.6	<input type="checkbox"/> Acceptability of intervention is verified from all involved parties.	<input type="checkbox"/> Acceptability of intervention is verified from one or more affected parties.	<input type="checkbox"/> Acceptability of intervention is not verified
3.7	<input type="checkbox"/> Intervention plan is spelled out clearly enough to be replicated.	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.8	<input type="checkbox"/> Intervention selection considered unintended outcomes AND limitations.	<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitation
3.9	<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Intervention includes a treatment integrity plan that is monitored but data are not provided.	<input type="checkbox"/> Treatment integrity is not monitored

#### **Section 4: Evaluation**

	Very Effective	Effective	Needs Development
4.1	<input type="checkbox"/> Charting includes student performance trend lines and/or goal	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Intervention effectiveness is evaluated by comparing progress monitoring data to data generated from multiple sources/settings	<input type="checkbox"/> Intervention effectiveness is evaluated by comparing progress monitoring data to baseline data. At least 3 baseline and 3 intervention data points are provided.	<input type="checkbox"/> Intervention effectiveness is not evaluated through data comparison

4.3	<input type="checkbox"/> Unambiguous data support the conclusion that the intervention is effective.	<input type="checkbox"/> Some evidence supports the conclusion that the intervention is effective, but some data may be ambiguous.	<input type="checkbox"/> Intervention is not demonstrated to be effective.
4.4	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment).	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.5	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed
4.6	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.7	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow up are not developed



## **Appendix IX: INTERNSHIP AGREEMENT**

### **AGREEMENT BETWEEN DESIGNATED SCHOOL DISTRICT AND THE GRADUATE DEPARTMENT IN SCHOOL PSYCHOLOGY AT ROCHESTER INSTITUTE OF TECHNOLOGY**

The School Psychology Program at Rochester Institute of Technology considers field instruction to be a vital component of the candidate's education. RIT seeks to meet the National Association of School Psychologists (NASP) Standards in its contract with school districts, and recognizes the important contribution made by school districts in which our interns are placed. As stated in Standard 6.5 of *NASP Standards for Training and Credentialing in School Psychology*, "At least 600 clock hours of the 1200 hour internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special education programs." In order to maintain the educational excellence desired by both parties in this joint endeavor, specific statements of the responsibilities of both parties are outlined below:

#### **Responsibilities of School Psychology Program at Rochester Institute of Technology**

The RIT School Psychology Program will have primary responsibility for the following:

1. Assuring that all candidates meet the highest standards of ethical and legal practice.
2. Adhering to the Standards for Training and Credentialing in School Psychology prepared by the National Association of School Psychologists.
3. Selecting and screening of school districts and field-based supervisors for each placement.
4. Selecting and screening of candidates to be placed in the field, and determining the appropriateness of specific placements for specific candidates.
5. Developing an integrative seminar for all interns.
6. Arranging on-site visits between the collegiate supervisor and the field placement supervisor at least twice during the school year. Additional on-site visits will be made as individual needs dictate.
7. Evaluating the school district as an appropriate internship placement.
8. Providing evaluation forms and Institute calendar to the field placement supervisor.
9. Determining the semester grade for the candidate, based on the evaluation of the field placement supervisor, the candidate's performance in the seminar, submission of daily logs, and an evaluation conference between the field supervisor and the collegiate supervisor.
10. Terminating the candidate's internship placement when either the candidate or the school district is in gross violation of responsibility for the internship.

#### **Responsibilities of the School District**

Participating school districts, through their assigned field placement supervisors, will have primary responsibility for the following:

1. Ascertaining that the field-based internship supervisor is responsible for no more than two interns at any one time.
2. Assuring that the intern participates in the full range of tasks and activities of the school psychologist.
3. Meeting with the candidate during the initial two weeks of the placement to draw up a plan addressing the goals of the internship. This plan should include the following:
  - a. A general overview of the role and responsibilities of the intern
  - b. Needs of the district to be met by the intern in areas of assessment, counseling, consultation, participation in stuffing's, etc.
  - c. Schedules including the district calendar (vacation days, in-service meetings, etc.), and the intern's daily schedule (hours, school building assignments, etc.)
4. Identification of the field placement supervisor prior to accepting an internship candidate. Field-based internship supervisors must hold a valid credential in school psychology.

5. Provision of at least two hours per week of direct supervision for each intern with the field-based internship supervisor.
6. Designation of work space for the internship candidate before the field placement begins.
7. Provision of a formal orientation of the intern to the school district, its goals, policies and functions.
8. Assistance of candidates in their integration of knowledge, skills and attitudes learned in the classroom with field-based practices.
9. Close supervision of the internship candidate to insure that educational objectives are being met.
10. Immediate contact with the RIT faculty member responsible for the internship when there are problems in candidate adjustment or performance.
11. Preparation of a written evaluation of candidate learning and performance each semester. Field-based internship supervisors must share evaluations with the intern prior to submission to the faculty at RIT.

Both parties recognize the interdependence of the School Psychology Program at Rochester Institute of Technology and the local school district, and recognize that each will derive the greatest benefit by promoting the interests of both. Each of the parties is therefore entering into this cooperative educational effort and agrees to interpret the provisions stated above in such a manner as to best promote the interests of the profession of school psychology, the school district, the children, adolescents and families whom we serve, and the larger community. This agreement will be reviewed yearly and may be altered or modified by mutual consent.

**Dates of Service:** The 20\_\_\_\_-20\_\_\_\_ internship period shall be September through June and shall follow the calendar of the school district of employment. During this period the intern will be in the field placement five days each week. The school district will allow the candidate to attend half or full day on-campus seminars once per month from September to May. Vacation periods will follow the local school calendar.

**Payment for Services:** A Stipend of \$\_\_\_\_\_ will be paid to the intern by the local school district. In the event of termination of the placement, the intern shall be paid an amount proportional to the amount of time spent in the placement.

PLEASE PRINT INFORMATION REQUESTED BELOW:

\_\_\_\_\_  
(School District Name)

\_\_\_\_\_  
(School District Street Address)

\_\_\_\_\_  
(School District City, State, Zip)

\_\_\_\_\_  
(School District Phone #)

\_\_\_\_\_  
(Director of Pupil Personnel Services)

\_\_\_\_\_  
Signature/date

\_\_\_\_\_  
(Field-based Internship Supervisor)

\_\_\_\_\_  
Signature/date

\_\_\_\_\_  
(Candidate Intern)

\_\_\_\_\_  
Signature/date

Scott P. Merydith, Ph.D.  
Director, School Psychology Program

\_\_\_\_\_  
Signature/date

\_\_\_\_\_  
(Internship Coordinator)

\_\_\_\_\_  
Signature/date

**Appendix X: Part-time Student Residency Plan**

Name: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Expected Year of Graduation: \_\_\_\_\_

**I. Schedule for Coursework Completion**

Year One	Year Two	Year Three
<b>Fall</b>	<b>Fall</b>	<b>Fall</b>
Course 1:	Course 1:	Course 1:
Course 2:	Course 2:	Course 2:
Course 3:	Course 3:	Course 3:
<b>Spring</b>	<b>Spring</b>	<b>Spring</b>
Course 1:	Course 1:	Course 1:
Course 2:	Course 2:	Course 2:
Course 3:	Course 3:	Course 3:

Year Four	Year Five (If Needed)
<b>Fall</b>	<b>Fall</b>
Course 1:	Course 1:
Course 2:	Course 2:
Course 3:	Course 3:
<b>Spring</b>	<b>Spring</b>
Course 1:	Course 1:
Course 2:	Course 2:
Course 3:	Course 3:

**II. Activities that Meet Program Goals and Objectives**

**Goal 1: Candidates will develop a professional identity as a school psychologist whose conduct is consistent with NASP and APA ethics codes, and Best Practices.**

- a. Candidates will demonstrate professional and interpersonal characteristics known to foster the trust and respect of those with whom the candidate encounters in his or her professional roles.

**Activities:**

- b. Candidates will consider the influence of individual differences and cultural diversity factors on development, behavior, and functioning in all areas of practice.

**Activities:**

- c. Candidates will demonstrate relevant knowledge and provide services consistent with legal regulations and ethical standards in school psychology.

**Activities:**

- d. Candidates will participate in the activities related to state and/or national professional organizations (e.g., NASP, NYASP, CEC, etc.)

**Activities:**

**Goal 2: Candidates will develop competency in the application of the scientific method and its resultant body of knowledge.**

- a. Candidates will demonstrate competence in the critical review and evaluation of the psychological and educational research literature.

**Activities:**

- b. Candidates will apply principles of research design, data analysis and data interpretation to school-related problems and original research.

**Activities:**

- c. Candidates will acquire content knowledge of psychological foundations relevant to children's development and schooling.

**Activities:**

**Goal 3: Candidates will develop competency in data-based decision making and accountability.**

- a. Candidates will have knowledge of varied methods of assessment in education (e.g., norm-referenced, curriculum-based, direct behavior, ecological) and the psychometric properties for various purposes (e.g., screening, intervention development, progress monitoring).

**Activities:**

- b. Candidates will develop competency in selecting, administering, scoring, interpreting, and integrating psychological assessment data in response to a defined referral concern.

**Activities:**

- c. Candidates will become skilled at translating assessment and data collection to conceptualizing and evaluating the implementation of and response to interventions.

**Activities:**

**Goal 4: Candidates will develop competency in collaborating with families and school professionals in providing effective academic and mental health services to children at individual and systemic levels.**

- a. Candidates will participate meaningfully on teams charged with developing and implementing effective school-wide practices that promote academic success and mental health in children.

**Activities:**

- b. Candidates will engage parents in ongoing collaboration with the school in providing effective services to their child(ren).

**Activities:**

- c. Candidates will contribute meaningfully to the development, implementation, and evaluation of effective interventions for candidates identified as needing additional academic support.

**Activities:**

- d. Candidates will contribute meaningfully to the development, implementation, and evaluation of effective interventions for candidates identified as needing additional behavioral and/or social-emotional support.

**Activities:**

- e. Candidates will 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.

**Activities:**