

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>December 1, 2009</u>			
b. Department/Division: <u>EDP</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition) _____					
e. Contact Person Name: <u>Jim Batts</u>		Email: <u>jim.batts@cku.edu</u>		Phone: <u>7-9367</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>EDP 708</u>		Proposed Prefix & Number: _____			
b. Full Title: <u>Internship in School Psychology</u>		Proposed Title: <u>Same</u>			
c. Current Transcript Title (if full title is more than 40 characters): _____					
c. Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	_____ Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	<input checked="" type="checkbox"/> Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	<input checked="" type="checkbox"/> Practicum	_____ Research	_____ Residency

Comment [OSCI]: Excerpt from SR 3.3.0.G.2
 Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.
 * ...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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	Seminar	Studio	<input checked="" type="checkbox"/> Other – Please explain:	<u>Change to Distance Learning</u>
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g. Current number of credit hours:	_____	<i>Proposed number of credit hours:</i>	3	
h. Currently, is this course repeatable for additional credit?	YES <input checked="" type="checkbox"/>		NO <input type="checkbox"/>	
<i>Proposed to be repeatable for additional credit?</i>	YES <input checked="" type="checkbox"/>		NO <input type="checkbox"/>	
<i>If YES: Maximum number of credit hours:</i>	Unchanged			
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>	
i. Current Course Description for Bulletin:	unchanged			
<i>Proposed Course Description for Bulletin:</i>	<u>want designated as a distant learning course</u>			
j. Current Prerequisites, if any:	unchanged			
<i>Proposed Prerequisites, if any:</i>	_____			
k. Current Distance Learning (DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*	<input checked="" type="checkbox"/> Please Add ⁶	<input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.				
l. Current Supplementary Teaching Component, if any:	<input checked="" type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input checked="" type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input checked="" type="checkbox"/>		NO <input type="checkbox"/>	
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>		NO <input type="checkbox"/>	
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>	
<i>If YES, explain and offer brief rationale:</i>				

5. Course Relationship to Program(s).				
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>	
<i>If YES, identify the depts. and/or pgms: _____</i>				
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>	
<i>If YES⁷, list the program(s) here: _____</i>				
6. Information to be Placed on Syllabus.				
a. <input type="checkbox"/> Check box if	If changed to 400G- or 500-level course you must send in a syllabus and you must include the			

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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changed to
400G or 500.

differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: EDP 708
 Proposal Contact Person Name: Jim Batts Phone: 7-9367 Email: jim.batts@eku.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDP	12/1/09	Fred Danner / 257-7878 / fdanner@uky.edu	<i>Fred Danner</i>
Courses & Curricula	12/3/09	Jeff Reese 7-14909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	12/3/09	Deborah Slaton 7-9795 dslaton@uky.edu	<i>Deborah Slaton</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDP 708

Date: 11/23/09

Instructor Name: Jim Batts

Instructor Email: jim.batts@eku.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based

Interactive Video

Hybrid

Curriculum and Instruction

- | | |
|----|--|
| 1. | <p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The students spend five full days in a local schools or a human service agency providing school psychological services under the supervision of a certified/licensed school psychologist or mental health service provider; they meet monthly on campus with the university professor /supervisor if they live or work within two hours of the campus. The students have access to the professor and the professor to the students via email, Blackboard, the University supervisor's cell phone, and their monthly face-to-face meetings. The supervisor visits the practicum site each semester if they are within a two hour drive. If the student is more than a two hour drive, the University supervision is conducted via a conference call. This course meets the criteria for distance learning; over 95% of the course experience is provided off campus.</p> |
| 2. | <p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course requirements are unchanged for distance learning. The course goals are the same. The learning outcomes are assessed via portfolio evidence, site supervisor evaluation, and site visits and conference calls.</p> |
| 3. | <p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The security of the email and Blackboard system is managed by the University. The students transport their work to campus to be turned in during the monthly meetings. Students more than two hours from campus submit the portfolio evidence via email with the consultation reports, the interventions and psychological assessments sanitized. The on-site supervision also helps insure the work was produced by the student on their intern site. The academic offense policy is in their student handbook, their syllabus, and they are evaluated on ethical practice.</p> |
| 4. | <p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for</p> |

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

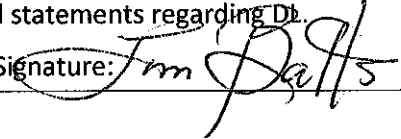
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	<p>completion) of a degree program being offered via any form of DL, as defined above? NO</p> <p>If yes, which percentage, and which program(s)?</p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</i></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Most students will be on campus for monthly meetings throughout the semester and have equal access to all students services. The out of state students must access services via the phone, internet, or other electronic modality e.g., DL Library Services, electronic data bases, interlibrary loan, etc. For example, the Offices for Academic Support and Teacher Certification, Financial Aid, and the Career Center have served these students has effectively as the on campus students.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students submit work throughout the semester that require the use of electronic postings, library resources, clinic resources, and other learning resources such as the internet .</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The students are on campus monthly for supervision have full access to our clinic, library, testing and interventions materials. The out of state students usually must access resources electronically (see above).</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>They are instructed to contact the professor first. If it is a Blackboard problem they are instructed to contact TASC. Our students are frequent user of the ITC Service Center since they are using the video and audio reorders. Each students receives the checkout policy and help protocol.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Jim Batts</p> <p>Instructor Signature: </p>

EDP 708: INTERNSHIP IN SCHOOL PSYCHOLOGY
The University of Kentucky
SYLLABUS
Fall/Spring 2009-2010

Instructor: Jim Batts, Ph.D.
Phone: Office: 859/257-9367, Home: 859/873-7156 or Cell: 859/699-6883
Office: 170G TEB
E-Mail: Jim.batts@eku.edu (email will answered within 24 hour, Monday through Friday)
Office Hours: Hour immediately before class and by appointment (virtual or in person)
Mailing Address: 120 Laurel Way, Versailles, KY 40383 (Out of state Students)

OBJECTIVES

The internship course is to be conducted in accordance with the Ed.S. or doctoral level internship guidelines attached to this syllabus and provided in your student handbook. Objectives reflect the skills and competencies detailed in the Internship Field Supervisor Rating Form (attached) and the intern's personal goals that are agreed to by the intern, the field supervisor and the university supervisor in the Internship Approval Form (attached).

COURSE REQUIREMENTS

1. Each student will submit a written statement of his/her goals and objectives to be accomplished during EACH semester, by the second group meeting. (see sample of "Request for Approval of Internship" form attached).
2. Each student must have access to email and check their UK email address on a regular basis. You must be able to access and download documents from Blackboard.
3. Each student will submit the following examples of relevant work samples over the course of the internship year (in person or by email if more than two hours from campus):

*Four comprehensive psychoeducational reports "(sanitized)". The reports should represent different presenting problems and ages. Students will only need to submit two reports per semester.

*Four summaries of "indirect" interventions. These may be an in-service presentation, teacher consultation, research/program evaluation activity, etc. Students will only need to submit two summaries per semester.

*Four summaries of “direct” interventions. These interventions may consist of a direct behavioral intervention for a specific problem, an individual or group counseling experience, parent/family consultation/counseling, etc. (more detail on appropriate types of materials to submit will be provided in class). Students will only need to submit two summaries per semester.

4. Students will participate in monthly seminars/group supervision meetings with the University supervisor. The first meeting will be held on Monday, August 31st from 6:00-8:00 p.m. at the School Psychology Office Suite, 170 TEB. Other meeting times and locations will be arranged at that meeting. These meetings will focus on general professional issues and clinical case discussions. All students will be expected to present at least one case during the semester. Expectations for what is to be included in these case presentations will be provided by the instructor. For students more than two hours away the presentations will be submitted in word or power point to the instructor and will be shared with classmates via Blackboard. Other activities will be arranged at the discretion of the instructor. Attendance is **mandatory** at these meetings unless other arrangements are made with the instructor.

4. Near the end of the semester, each in-state (within a 2 hour drive of Lexington) intern will meet with the University supervisor and Field supervisor to review progress during the semester. Out-of-state students will have a virtual meeting with their site and University supervisor.

5. Interns will keep daily and monthly activity report forms that will be turned in each month throughout both semesters. These forms summarize actual activity time. In addition, students will turn in a “Summary of Activities Report Form” at the end of each semester (see attached suggested forms).

6. Interns will facilitate the submission of the “Internship Field Supervisor Rating Form” (see attached form) by their Field supervisor and the arrangement of a site visit for in-state interns or a telephone consultation for out-of-state (more than two hour away from Lexington) interns between the University and Field supervisors. The supervisor rating form and the other components of the Internship Progress Report (see attached sheet) are to be submitted twice during the year: (a) midway through the internship, i.e., at the end of the fall semester, and (b) no later than two weeks following the completion of the internship.

GRADING AND OTHER REQUIREMENTS

Submission of the course requirements and attendance at specified meetings is required. Timely submission of all requirements, attendance at all monthly meetings, and an overall “satisfactory” rating by the student’s field supervisor will yield an “A” grade. Failure to submit required materials on time, missing meetings, and/or a less than overall satisfactory rating by the student’s field supervisor may result in the lowering of the student’s final grade. A final grade will not be submitted until all requirements have been met. Students must obtain a grade of “B” or higher in order to successfully complete the internship and be recommended for standard certification as a school psychologist. The academic honesty policy is included in graduate student handbook. All services provided should be in compliance with NASP and APA ethical guidelines. The following numbers and/or addresses are provided for your assistance. If you have a documented

disability that requires academic accommodations, make your request to UK Disability Resource Center. The center will require current disability documentation. Contact the Director at 859-257-2754. For assistance with the Distance Learning Library Services use <http://uky.edu/libraries/DLLS>, or 859-257-0500 or 800-828-0439. For access to DL Interlibrary Services use: <http://www.uky.edu/Libraries/libpage.php?lweb id=253&llib id=16>. For problems with Blackboard first contact the instructor via email, if not available contact TASC at <http://www.uky.edu/TASC/> or 858-257-8772. The Information Technology Customer Service Center address is <http://www.uky.edu/UKIT/> and their phone number is 859-257-1300.

Internship Monthly or Semester Summary of Activities Report Form
UK School Psychology Program

Intern: _____

Month/Semester: _____

Code	No. of Hours	% of Time
1.0 Planning, Preparation	_____	_____
2.0 Direct Client Contact	_____	_____
3.0 Indirect Involvement with Client	_____	_____
4.0 Education and Professional Development	_____	_____
5.0 Supervision	_____	_____
6.0 Holiday	_____	_____
7.0 Illness, Doctor's Appt.(s)	_____	_____
8.0 Vacation	_____	_____
9.0 Other : _____ _____	_____	_____
TOTAL (Areas 1.0 - 5.0 & 9.0 if work-related)	_____	_____

**CODELIST FOR DAILY, MONTHLY OR SEMESTER SUMMARY OF ACTIVITIES
REPORT FORM
UK School Psychology Program**

1.0 Planning , Preparation

- 1.1 Staff meetings – Office
- 1.2 Information Identification and Retrieval – Office
- 1.3 Product Development – Office
- 1.4 Paperwork preparation/documentation

2.0 Direct Client Contact

- 2.1 Consultation
- 2.2 Observation
- 2.3 Assessment
- 2.4 Intervention
- 2.5 ARC Meetings
- 2.6 T.A.T. meetings

3.0 Indirect Involvement with Client

- 3.1 Recording of Notes
- 3.2 Scoring, Interpretations, and Report Writing
- 3.3 Client's File Review
- 3.4 Follow-up with Other Sources (Professionals, Teachers, etc.)

4.0 Education and Professional Development

- 4.1 Research/Lit. Review
- 4.2 Inservice Preparation/Participation
- 4.3 Professional Meeting
- 4.4 Other Presentation (Specify: _____)

5.0 Supervision

- 5.1 Meeting with School Psychologist Field Supervisor
- 5.2 U.K. Faculty Supervisor/Internship Class

6.0 Holiday (National, State, District (e.g. records day, teachers conferences)

7.0 Illness, Doctor's Appointment(s)

8.0 Vacation

9.0 Other (Describe briefly)

**Suggested Outline
Internship Progress Report
UK School Psychology Program**

Intern _____

Field Supervisor (s) _____

Internship Placement _____

I. Summary of Direct Services.

Provided to: (a) Individuals, (b) School Groups and (c) the Community. Include a description of the type and extent of the service, plus comments indicating the effectiveness of the service. The intern may prepare this section.

II. Procedures of Supervision.

This section requires both quantitative and qualitative information. Include number, length, and type of supervisory contacts, and, also, opinions concerning the strengths and weaknesses of the supervisory structure. Specifically identify any problems or needs that have been recognized by the intern, field supervisor, and/or superintendent.

III. Progress Toward Goals.

This section, prepared primarily by the field supervisor, should relate to Section IV of the Request for Approval of Internship and the overall Internship Field Supervisor Rating Form. If projected goals and experiences have been modified, an update should be included. Comments should include consideration of the intern's professional strengths and weaknesses.

Signatures:

Intern **Date**

Field-Based School Psychologist **Date**

University Supervisor **Date**

University of Kentucky School Psychology Program Internship Field Supervisor Rating Form

Name of Intern: _____

Date: _____

Name of Supervisor: _____

Internship Level: Doctoral _____
Specialist _____

School District/Setting: _____

Doctoral and specialist level students are required to serve one academic year (including 1500 hours) working in a school setting as a psychologist under supervision considered adequate by the school psychology faculty. The following objectives are considered basic to school psychology and are required at all levels of training. However, for doctoral students, an additional emphasis is placed upon providing supervision and demonstrating research competence in these areas whereas at the specialist level, emphasis is placed mostly on practicing these competencies. Therefore, at the completion of training, the student should be capable of demonstrating at the appropriate level the following abilities:

Competency	RATING				No Opportunity To Observe	Not Allowed in Setting
	Excellent	Good	Adequate	Poor		

A. Assessment/Diagnosis

- | | | | | | | |
|--|---|---|---|---|------|------|
| 1. Ability to administer score, interpret, and describe findings using individual intelligence tests such as the WISC-III, WAIS-III, and Stanford-Binet IV. | 1 | 2 | 3 | 4 | N.O. | N.A. |
| Comments: | | | | | | |
| 2. Ability to administer score, interpret individual tests of cognitive, educational, and language development. | 1 | 2 | 3 | 4 | N.O. | N.A. |
| Comments: | | | | | | |
| 3. Ability to administer score, interpret and describe characteristics of individuals & groups from standardized achievement, intelligence, personality, and computerized assessment procedures. | 1 | 2 | 3 | 4 | N.O. | N.A. |
| Comments: | | | | | | |

RATING

Competency	Excellent	Good	Adequate	Poor	No Opportunity to Observe	Not Allowed in Setting
------------	-----------	------	----------	------	---------------------------------	------------------------------

4. Ability to assess affective, emotional, and social development.	1	2	3	4	N.O.	N.A.
	Comments:					

5. Ability to accurately diagnose student learning and adjustment difficulties using both special education and mental health classification systems.	1	2	3	4	N.O.	N.A.
	Comments:					

B. Observing

Ability to accurately observe behavior in the classroom, to determine base rates of behavior, and to integrate these findings with other assessment data.	1	2	3	4	N.O.	N.A.
	Comments:					

C. Written and Oral Communication

Ability to review test data, integrate behavioral observations of children, teachers, and parents, and report such information both in verbal manner and in written manner in understandable educational language that is relevant to educational programming.	1	2	3	4	N.O.	N.A.
	Comments:					

D. Interviewing and Counseling

Ability to interview children and teachers effectively and to engage in short-term group and individual counseling where desired or necessary.	1	2	3	4	N.O.	N.A.
	Comments:					

Competency	RATING				No	Not
	Excellent	Good	Adequate	Poor	Opportunity to Observe	Allowed in Setting

E. School and Community Procedure

Ability to seek and obtain information about students from files; ability to obtain information from other school sources, e.g., counselors, social workers, Special Ed. teachers; ability to know and work with community resources, to conduct parent interviews, and to participate in and contribute to the admissions, release, and placement (ARC) proceedings required by the school district.	1	2	3	4	N.O.	N.A.
	Comments:					

F. Instructional Strategies

Ability to identify available instructional programs related to the teaching of reading & math; ability to identify and participate in alternate curriculum procedures for special education students.	1	2	3	4	N.O.	N.A.
	Comments:					

G. Adjustment Strategies

Ability to identify at least four alternate guidance and treatment strategies for coping with children who manifest: (1) behavioral excesses & deficits; (2) academic deficits; & other problems.	1	2	3	4	N.O.	N.A.
	Comments:					

Competency	RATING				No	Not
	Excellent	Good	Adequate	Poor	Opportunity to Observe	Allowed in Setting

H. Consultation

Ability to consult with teachers, parents, counselors, administrators, and community professionals to facilitate implementation of appropriate interventions for individual students, classes, schools or school systems.	1	2	3	4	N.O.	N.A.
Comments:						

I. Professional Characteristics

Ability to demonstrate appropriate ethical and professional responsibilities for the role and function of school psychology.	1	2	3	4	N.O.	N.A.
Comments:						

J. Professional Relationships

Ability to work with and support the efforts of other professions that might contribute to a child's educational program such as a pediatrician, neurologist, speech pathologist, educational diagnostician, special education teacher, etc.	1	2	3	4	N.O.	N.A.
Comments:						

K. Familiarity with Disabled Children

Ability to use and interpret formal and informal assessment procedures and recommend appropriate educational services for children ranging from mildly to severely handicapped.	1	2	3	4	N.O.	N.A.
Comments:						

Competency	RATING				No	Not
	Excellent	Good	Adequate	Poor	Opportunity To Observe	Allowed in Setting

**L. Familiarity with
Non-disabled and
Gifted Children**

Ability to use and interpret formal and informal procedures to assist in the development of appropriate educational services for children whose performance in the regular academic program is below their anticipated level.

1	2	3	4	N.O.	N.A.
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Comments:

**M. Laws, Ethics,
Organization, and
Funding**

Ability to describe and function within legal, ethical, organizational, and funding structures that exist in the schools to bring services to children who need them.

1	2	3	4	N.O.	N.A.
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Comments:

**N. Familiarity with
Multicultural Issues**

Ability to understand and relate to the special learning and developmental characteristics of individuals from different ethnic, racial, economic, or geographically remote cultures and assess and intervene on behalf of such individuals using non-biased techniques and procedures.

1	2	3	4	N.O.	N.A.
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Comments:

Signatures:

Intern Date

Field-Based School Psychologist Date

University Supervisor Date

Required Contractual Arrangement

The internship placement agency shall provide appropriate support for the internship experience which shall include: (a) a written contractual agreement specifying the period of appointment and the terms of compensation; (b) a schedule of appointments consistent with that of agency school psychologists (e.g., calendar, meetings, etc.); (c) provision for participation in continuing professional development activities; (d) expense reimbursement consistent with policies pertaining to agency school psychologists; (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space; (f) release time for internship supervisors; and (g) a commitment to the internship as a training experience. The intern's work schedule shall be arranged so that adequate time is reserved for supervision, special projects, and continued professional development. Activities considered necessary and appropriate in this continued training component include but are not limited to the following areas: supervision by field and/or non-field supervisor; projects such as grant writing, program evaluation studies, visitation of model programs, attending or presenting in-service or parent education programs, etc.; attendance and participation in professional meetings such as those sponsored by the Kentucky Association for Psychology in the Schools, the Office for the Education for Exceptional Children, Kentucky Counseling Association, or others as designated by the State Department of Education; and attendance at similar professional meetings on a national level when possible.

***Suggested Outline
Request for Approval of Internship***

Intern: _____

Address: _____

Internship placement: _____

Superintendent: _____

Field Supervisor: _____

Address: _____

Phone: _____

I. Description of educational setting (Include age/grade range of children to be served; range and type of pupil personnel services provided; range of classes/services for exceptional children; regular and special educational programs; community resources that may be utilized as needed).

II. Description of work environment (Include physical office setting; privacy of office facilities; access to supplies, telephone, and materials).

III. Supervision arrangements (Include name, address, phone number, and type of certification/licensure of school psychologist field supervisor; projected time assigned for supervisory contacts; arrangements for phone consultation; the nature of any affiliation with a university training program).

IV. Projected experiences, goals of internship (Refer to Sections IV and V of the Guidelines, consider intern's strengths and weaknesses; report tentative plans concerning activities, projects, and goals).

Signatures:

Intern

Date

School Psychologist Field Supervisor

Date

Superintendent or Agency Representative

Date