



University of Central Florida

SCHOOL PSYCHOLOGY HANDBOOK

**Department of Counselor Education
and School Psychology**

**College of Community
Innovation and Education**

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*Information in this document that contradicts
University or college policies are superseded by such policies
UCF School Psychology Program Handbook 2024-2025



GRADUATE STUDY IN SCHOOL PSYCHOLOGY

UNIVERSITY OF CENTRAL FLORIDA

PREFACE

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

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

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

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

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

Sincerely,

Your School Psychology Faculty

THE SCHOOL PSYCHOLOGY PROGRAM FACULTY PAGE

Dr. Kristen Bjork

Dr. Bjork started out as a middle school special education science teacher before beginning her work as a school psychologist in 2012. Throughout her career, she has worked with students in preschool through high school. She served for several years as a school psychologist in Florida. Additionally, she has been an adjunct faculty at universities across the nation.

Dr. Bjork's areas of specialty include the following: Identifying and supporting students with learning disabilities, applying current neuroscience research to educational practices, and connecting our youngest learners with effective early interventions.

Dr. Oliver W. Edwards

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

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

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

Dr. Gordon E. Taub

Dr. Gordon E. Taub is a Florida Licensed Psychologist, Licensed School Psychologist and is Associate Professor, Internship Supervisor, and Co-Coordinator of the School Psychology Program at the University of Central Florida. Dr. Taub is a nationally recognized expert in the structure and measurement of intelligence. His research is foundational in the revision of several contemporary tests of intelligence including the Wechsler Adult Intelligence Scale and the Wechsler Intelligence Scale for Children.

Dr. Taub conducts research in the areas of intelligence, the relationship between academic achievement and intelligence, intelligence and real-world performance, professional issues in psychology, law, and forensic psychology. Dr. Taub also works in forensic psychology, which is the application of psychology in legal settings. As a Forensic Psychologist, Dr. Taub consults with legal professionals across the country. He also serves as an expert witness in federal and state courts testifying in cases involving the death penalty, intelligence, intellectual disabilities, malingering, Miranda rights, and habeas corpus.

Affiliated Faculty

Dr. Stephen Sivo

Dr. Sivo is a tenured Associate Professor at the University of Central Florida. He has taught statistics, research methods, and measurement at UCF for 8 years. He has chaired or served on around 120 doctoral dissertations since he began at UCF. Dr. Sivo specializes in Statistics, Research Methodology, and Measurement with a particular emphasis on Structural Equation Modeling as applied to the Behavioral and Social Sciences. His coursework includes Doctoral level Structural Equation Modeling, Survey Research, and Multivariate Statistics and Masters level Research Methods and Assessment & Measurement. Dr. Sivo has published one book and more than 30 peer-reviewed articles focusing on educational research methodology, yet many articles communicate this same methodological work to other disciplines (for example, breast cancer research, entrepreneurial research, information systems, and communications among other areas). The methodological journals he has published in have the highest impact factors and rejection rates most often exceeding 90%.

Important Informational Links

NASP Approval Site: <http://www.nasponline.org/certification/naspapproved.aspx>

State of Florida Accreditation Site: <http://www.fldoe.org/profdev/teachprep/teachprep.asp>

Important University Links

UCF Graduate Catalog – School Psychology

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

UCF Graduate Catalog – University Policies: <http://www.graduatecatalog.ucf.edu/Content/Policies.aspx>

UCF Graduate Studies: <http://www.candidates.graduate.ucf.edu/currentgradcatalog/>

UCF Financial Assistance – APPLY BEFORE MARCH 1:

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

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

UCF Registrar's Office: <http://registrar.ucf.edu/> and <http://registrar.ucf.edu/>

INTRODUCTION

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

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

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

The Program is offered through the College of Community Innovation and Education's Department of Child, Family, and Community Sciences and works closely with other departments in the college. The School Psychology Program is accredited by the Florida Department of Education and graduates are eligible for certification as School Psychologists in the State of Florida. The Program is aligned with the National Association of School Psychologists 2020 document, Standards for Training and Field Placement Programs in School Psychology. The Program has received full approval from NASP. Graduates of the Program are eligible for the National Certificate in School Psychology upon successful completion of the National School Psychology Examination. Graduates are certifiable at the state level.

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

PROGRAM PHILOSOPHY

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

Commitment to Respect for Individual Differences. The School Psychology Program is committed to recognizing the worth and dignity of every individual. The Program emphasizes awareness of cultural diversity and the unique learning characteristics of certain groups and the ability to work with appropriate agencies to ensure that an individual's abilities to learn are maximized. To help accomplish this, the School Psychology Program is committed to training candidates to work as effective change-agents with school-based personnel, parents, and community agencies. Coursework and field-based experiences are designed to ensure School Psychology candidates develop competence in working with cultural and linguistically diverse candidates.

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

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

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

PROGRAM TRAINING OBJECTIVES

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

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

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

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

OUR COMMITMENT TO CANDIDATES

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

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

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

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

The curriculum is carefully sequenced and all candidates in a cohort are required to take the courses in almost exactly the same order. Candidates may transfer up to nine credit hours in the Program and these candidates do not need to enroll in those courses as required of all other candidates in the cohort. In addition, coursework outside the School Psychology Program (e.g., non-SPS courses) is coordinated to ensure that candidates in the Program have minimal, if any, difficulty in registering for needed courses. An orientation is held for entering candidates with an emphasis on the candidate's Program of Study. Candidates are aware of the curriculum sequence, course offerings, and Program expectations for each course before enrolling in the Program.

THE UNIVERSITY

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

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

Mission Statement

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

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

The East Central Florida Area and the Campus

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

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

The University Library

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

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

Hours

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

Computers and Technology

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

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

See the [Articles, Databases, and More](#) pages to view the library system's online resources.

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

Research Facilities

The College of Community Innovation and Education faculty members are provided support in identifying funding sources, preparation of grant proposals and budgets, and submitting reports. The Research Administration Services Team (RAST) provides guidance to faculty in the area of contracts and grants administration and compliance. In addition, RAST provides evaluation services for funded projects both within and outside the College. A staff of research assistants provides faculty with advice in designing evaluation plans for proposals and implementing evaluation plans for funded projects.

Learn more about the institutional Review Board and their role in research.

This [IRB Training Presentation](#) and [Zoom Recording](#) cover what qualifies as human subjects research, the different types of human subjects research determinations, what documents are needed for the different types of research, as well as a run through of the Huron system and help with navigating, using examples tailored to CCIE specifically.

Services

RAST provides a variety of services for principal investigators, researchers and students.

Poster Printing

Need a professional poster? Email CCIERAST@ucf.edu with a PDF or PowerPoint of your poster. **Please allow 4-5 days** for the completion of your poster.

College Sponsored Research Webpages

Does your sponsored research project require a public webpage? CCIE faculty members who serve as principal investigators may submit an online application to request a webpage. [Learn more about the college's guidelines.](#)

Research Showcases

We offer graduate students the opportunity to present their research and receive feedback from experienced researchers. Keep an eye on upcoming events to prepare for the UCF Student Scholar Symposium. [Learn more about the College of Community Innovation and Education Research and Impact Showcase.](#)

The Central Florida Research Park

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

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

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

The Institute for Simulation and Training

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

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

THE COLLEGE OF COMMUNITY INNOVATION AND EDUCATION

Mission

The mission of the College of Community Innovation and Education is to provide a high-quality education for its undergraduate candidates, graduate candidates and others as reflective practitioners, to promote and conduct research and scholarship, and to participate in learning communities that enhance practice and candidate outcomes. In collaboration with the College of Community Innovation and Education as well as all other units within the university, the mission is to support lifelong learning, serve as a hub for partnerships, and reflect proven and promising practices in teaching, learning and leadership.

Vision

While seeking international prominence, the UCF College of Community Innovation and Education and the UCF Academy for Teaching, Learning and Leadership will be recognized for scholarly leadership in the education profession, well-educated candidates, rigorous curricula, research and scholarship, promotion of social justice, and service to other stakeholders in education.

Resources

The **Curriculum Materials Center (CMC)**, a division of the [University of Central Florida Libraries](#), is located in the **Education Complex, ED 194**. The CMC provides representative K-12 materials for preview, analysis and circulation, primarily to the candidates and faculty of the [College of Community Innovation and Education](#). The CMC plays a unique and integral role in the educational process of current and future educators. CMC [operating hours](#) are: Monday-Thursday 7:45 am-9:00 pm, Friday 7:45 am-5:00 pm, Saturday 8:00 am-5:00 pm, Sunday - Closed. The CMC [Collection Development Statement](#) supports the procurement of these unique collections. To identify CMC materials in the catalog records, look for *CMC* in the Location field, which is next to the item's Call Number. Although the primary patron community of the CMC is the College of Community Innovation and Education, all UCF candidates are welcome. UCF community members with a UCF ID or a Special Borrower's card may also check out CMC circulating materials. For details regarding checkout policies, please see our [Circulation](#) information.

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

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

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

SCHOOL PSYCHOLOGY ADMISSION PROGRAM REQUIREMENTS

Introduction

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

Requirements

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

1. Baccalaureate degree from an accredited institution (in Education, Psychology, or related discipline).
2. Undergraduate GPA of 3.0 (on a 4.0 scale) for the last 60 semester hours.
3. Three letters of recommendation (at least 1 from your instructors).
4. Resume.
5. A 1-Page goal statement.
6. Applicants will receive priority consideration for an interview by attending an Information Session with program faculty.
7. Mandatory interview with the School Psychology Review Committee.
8. Favorable recommendation for admission by the School Psychology Review Committee.

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

The GRE is not required for admission to this program.

This is a fulltime cohort Program which requires candidates to be in attendance on campus or online up to four nights per week. All classes start after 4:30 PM.

International College/University Information

** Applicants to this program, except those that have earned or will earn a Masters or Doctoral degree from an accredited U.S. institution recognized by UCF, who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.*

Application Deadline: March 1 at 5:00 PM
International Candidates Application Deadline: December 1

Applying to the Program

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

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

Admission decisions are based on a composite of the objective, subjective, and qualitative requirements noted above. Each application is considered in the context of other applications to the School Psychology Program. The Program is committed to recruiting a culturally diverse candidate body. Differing backgrounds and experiences of each class are viewed as strengths of the Program. Candidates are encouraged to learn from each other as well as from the planned curriculum. The Program is highly competitive and can accommodate only a limited number of candidates (usually 14-16); therefore, there is a possibility of being denied admission even when all criteria for application are met. Final acceptance is made by the School Psychology Program. Once admitted, every effort is made to ensure success of a graduate candidate and to assist each candidate in attaining a high level of professional competence. See samples of documents used during the admissions process in Appendix G and Appendix H.

Financial Assistance

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





The Ed.S. Degree in school psychology consists of a minimum of three years of fulltime academic study beyond the baccalaureate degree. It is expected that candidates will complete the Program in fulltime continuous residency. However, in extremely rare cases, an enrolled candidate who has a documented medical concern may vary from continuous residency. This must be approved by the Program advisor and reflected in the candidate's Program of Study. Nonetheless, no part-time enrollment is permitted. The modifications to the Program of Study are made based on the documented emergency. The candidate must enroll in courses in the sequence noted in the chart below. In all cases, candidates are required to complete their annual evaluation with their advisor, as described later in the Transition Forms. The Internship must be completed as a fulltime, uninterrupted experience. Practicum courses must precede the Internship. All

requirements for the degree must be completed during seven calendar years preceding the date on which the degree is to be awarded.


Program Advising

Upon admission to the Program, candidates will be assigned an advisor from the School Psychology faculty. **This is a fulltime cohort program and candidates in each cohort take the courses all in the same sequence.** During their first Fall semester of enrollment, candidates are required to meet with their advisor to discuss their Graduate Plan of Study (GPS) Form and review the sequence of courses noted below that is necessary to complete during the Ed.S. degree. This Graduate Plan of Study (GPS) Form is required by the UCF College of Graduate Studies and must be signed and submitted to Graduate College during the candidate's first semester. **Therefore, any changes to the UCF School Psychology Sequenced Program of Study can only be made during candidates' first semester of enrollment.** Program of Study changes that modify the course sequence noted below are only made for candidates who transfer courses into the Program. The Graduate Plan of Study (GPS) Form can be found on the Program Website.

UCF Educational Specialist in School Psychology Cohort Course Sequence**

YEAR	FALL	SPRING	SUMMER
FIRST	SPS 6601 Intro Sch Psych (3) SPS 6225 Observ Behv Anly (3)  EEX 6061 Instructional Strategies Pre-K-6 (3)  TSL 5085 Teach Lang Min Stu (3)	SPS 6191 Ind Psyc-Ed Diag I (4) SPS 6194 Assess Sp Needs (3)  EEX 6218 - Diag Assess & Intervention Plan in Ex Ed (3)  RED 5147 Develop. Reading (3)	SPS 5605 - Building & Improving Relationship & EQ (3) SPS 6606 Consultation in School Psychology (3) SPS 6608 Seminar in Sch Psych (3) SPS 6801 Dev Bases Behavior (3)
SECOND	SPS 6192 Ind Psyc-Ed Diag II (4) SPS 6700 Adv Psychoed & Databased Dec Making (3) SPS 6946 Practicum I (3) MHS 6401 Tech Counseling (3)	SPS 6125 Preschool Psychoed Assess (3) SPS 6206 Psych-Ed Interv (3) SPS 6946 Practicum II (3) EDF 6401 Stats Educ Data (3)	SPS 6931 Legal/Eth Issues (3) SPS 6175 Cult Div/Assessment (3)
THIRD	SPS 6909 Research Report I (3) **SPS 6948 Sch Psyc Intern I (6)	SPS 6909 Research Report II (3) **SPS 6948 Sch Psyc Intern II (6)	

**Updated for Fall 2022

 If you are a state of Florida certified teacher with a 5-year teacher certificate, you do NOT need to register for these four pre/co-requisite courses. Courses highlighted in green are required for the Collaborative Intervention Specialist Grant
 **Currently, candidates receive tuition waivers for internship courses (paid for by the state)

Coursework Requirements

The UCF School Psychology Program is a fulltime cohort program. Candidates are required to enroll fulltime during Fall, Spring, and Summer semesters. Candidates must take their courses in the sequence indicated in the above chart. **The minimum coursework** requirement for the Ed.S. is 74 semester credit hours beyond the baccalaureate. Candidates who are not state of Florida certified educators must also complete 12 semester credit hours of pre/co-requisites. Fulltime graduate enrollment is 9-12 hours per semester, with 9 hours being considered fulltime and 13 semester hours being the maximum load. The integrated and sequential curriculum requires courses in professional school psychology, assessment, prevention, interventions, educational and psychological foundations, statistics and research, and internship.

Transfer of Credit Hours

The School Psychology Program may allow up to nine semester hours of appropriate graduate credit to be transferred into a Program of Study. Candidates requesting transfer of graduate credit must demonstrate that the course(s) objectives and competencies align specifically and directly with a similar required course in the UCF School Psychology Program. Candidates cannot use undergraduate work as part of the academic load toward the Ed.S. degree. If a candidate demonstrates a particular need, specific additional coursework may be recommended.

Additional Program Requirements

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

Comprehensive Examination

School psychology candidates must demonstrate competence in their major field. The school psychology major comprehensive exam is taken after the completion of coursework and with the approval of the candidate’s advisor. The exam is administered once each Spring semester and candidates must register to take the exam during November prior to the exam date. The exam consists of a series of written, essay questions covering NASP Standards Domains 1-10. These Standards are addressed in the required coursework in the Ed.S. Program. Questions are prepared by faculty in the areas in which required courses are taken. Candidates are provided a study guide prior to taking the exam. The examination is administered over a 1-day period. The comprehensive examination may be taken only twice. The written examination assesses NASP Standards:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

Certification and Licensure

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

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

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

Employment Opportunities

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

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

Legal and Ethical Issues

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

Recruiting Volunteer Test Examinees

In order to develop competency in school psychology practice skills, candidates will be required to complete several practice administrations of tests covered in this Program. The majority of practice administrations will be conducted outside of the classroom setting with volunteer examinees (PK-12). **Candidates are responsible for locating their own volunteer examinees.** Thus, candidates should attempt to identify potential volunteers as early in the Program as possible (ideally during their first semester). Candidates must complete consent forms for each administration (e.g., Parent Permission Forms supplied by each course instructor). Candidates must maintain test security and cannot share the results of the assessments with examinees. **Candidates may be required to pay for a background check to work with children during their first year of study.**

FIELD-BASED EXPERIENCES

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

Practica

Two practica courses are required for the Ed.S. degree that provide candidates with supervised experiences to meet the objectives of acquiring expertise, learning job expectations, and observing assessment and interventions. Practica courses are distinct from and prior to Internship. The Practicum I (SPS 6946) and Practicum II classes are each taken for 3 hours of credit during the first and second semester of the second year. **Candidates are required to (1) complete their formative portfolio on ViaLiveText, (2) schedule a meeting with their advisor, (3) ensure that the annual advisor evaluation is completed, and (4) receive advisor approval before beginning their practica experiences (evaluation form on following pages).**

Practicum Placement

Candidates are placed in their practica by the course instructor. Candidates may be placed in one of several Central Florida school districts. Please be aware every effort was made to assign candidates to a desired location, but each placement is made in light of the limited number of available sites. Practicum placement procedures vary from site to site. Candidates must abide by the differing guidelines. All sites should require candidates to complete a security clearance, such as a background screening and fingerprinting.

Time Requirements

Practicum requires completion of a minimum of three fulltime days per month of supervised experiences within a school setting. Candidates are **not permitted** to complete practicum hours at their place of employment or to complete these hours in conjunction with their employment.

All practica experiences are conducted under the careful supervision of, and are systematically evaluated, by the Program faculty members and site supervisors. Practica experiences are conducted in a manner consistent with the legal and ethical guidelines of NASP. Practica experiences are conducted in settings supportive of the Program objectives, including local education agencies, university clinics and teaching hospitals. Other experiences may be available to candidates such as the private and charter schools and centers in the Orlando area serving special needs children.

Professional Liability Insurance

All school psychology candidates are encouraged to carry professional liability insurance (obtainable through NASP) during practica and internship. (See the following pages regarding health insurance and workers' compensation.) **Some districts require this coverage during internship and thus candidates should obtain the coverage through NASP prior to internship.** All candidates are expected to demonstrate professional conduct. In addition, candidates are required to abide by the Ethical Standards of the NASP. Candidates must also follow all rules and regulations of the school and school district where his or her practicum will be completed. Candidates will be held to the University of Central Florida's rules governing candidate conduct.



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

Candidate's Name _____

Faculty Advisor _____

School Psychology Program faculty members use multiple factors to evaluate a candidate's progress in the Program. Prior to beginning the practicum experience, candidates must demonstrate developing competencies on Florida Educator Accomplished Practices (FEAP) and NASP standards via their program portfolio, Graduate Plan of Study Audit available from MyUCF, and Grade Point Average (GPA). An evaluation of the candidate's progress through the UCF School Psychology Program course of study will be completed. Annually, during their Program of Study, each candidate must meet with their faculty advisor. The advisor will indicate whether the candidate has demonstrated adequate evidence of development of FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, and their combined GPA.

PROGRESS

_____ Candidate HAS NOT demonstrated adequate annual progress on the FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, and their combined GPA.

_____ Candidate HAS demonstrated adequate annual progress on the FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, and their combined GPA.

PRACTICUM

_____ Candidate MAY NOT begin the practicum experience.

_____ Candidate MAY begin the practicum experience.

Faculty Advisor's Signature

Date

INTERNSHIP (Putting it all together!)

The Internship is a 2-semester, 1200-hour Program which allows the candidate to demonstrate and apply skills acquired during formal coursework and to acquire additional knowledge and skills most appropriately gained in applied settings. It is where the concepts, theories, and practicum experiences are integrated, synthesized, and applied. It is taken during the third year of the Program. The Internship must be completed as a fulltime, uninterrupted experience. It is recognized as the capstone experience and candidates have completed all coursework prior to placement.

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

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

Internship Agreement

Each internship site must accept a formal agreement to provide professional supervision to the UCF school psychology candidate. The internship is conducted under the supervision and systematic evaluation of a licensed and/or certified school psychologist who is responsible for no more than two interns at a time and provides at least two hours of direct supervision per week. The university-based supervisor coordinates the internship and is responsible for no more than the specified number of interns per the current NASP standards in a single internship course. The university-based supervisor provides supervision at the internship site either directly or electronically and at UCF via in-class or individual meetings. **The Internship Agreement is required to be completed by all relevant parties (see following pages for a copy of the Form).**

Internship Plan

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

Internship Evaluation

UCF School Psychology interns are evaluated collaboratively by their site-based and university-based supervisors. **The Evaluation Form is found in ViaLiveText to help candidates prepare in advance for the evaluation and to distribute to the site-based supervisors.**

Health Insurance and Workers' Compensation

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

Applying for Internships

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

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

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

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

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

Internship Compensation

Although some internship sites provide a stipend to interns for school psychology services rendered, some sites do not provide remuneration to interns. Approximately 70% of UCF interns receive funding.

Paying for the Internship Courses

Historically, due to the critical shortage of school psychologists in Florida, tuition fee waivers have been granted by the state for a maximum of 12 internship credit hours. The internship course instructor submits

the names and identification numbers of UCF interns to UCF Office of Candidate Accounts to apply for fee waivers. The fee waivers are contingent on the internship occurring in a public school district in Florida and the candidate receiving site-based supervision from a state certified school psychologist. It is important to note that this fee waiver policy is subject to change without notice.

FASP INTERNSHIP STANDARDIZATION PROCESS

For the last several years, the Florida Association of School Psychologists (FASP) has recommended guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. The success of this process depends upon the cooperation of the districts which offer internship training programs as well as the faculty and candidates in school psychology training programs. The following dates have been designated for the Internship process:

January: Prospective interns submit applications and/or letters of interest to the districts no later than January 31st

February: District representatives interview prospective interns no later than February 28th

Match Process – FASP’s Narrative

March (first Monday): Call Day

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

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

First Tuesday in March and First Wednesday in March Call Days II & III

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

First Thursday in March Districts that have not secured interns for all available internship slots by **First Thursday in March** may advertise those openings via the FASP Trainer’s listserv by emailing this information to the chair of FASP’s Training Committee.

Candidates who have not yet accepted an internship will be encouraged to apply to those districts that have remaining openings.

UCF VIALIVETEXT PORTFOLIO – TRANSITION TO INTERNSHIP

ViaLiveText Training

All candidates will be required to purchase ViaLiveText as a program requirement. Information for candidates, faculty, and staff regarding ViaLiveText requirements specific to our college are available on our college Web site at <https://ccie.ucf.edu/explore-via/>.

For Candidates

Candidates upload completed assignments to their Via™ accounts; which, once assessed by the course instructor, allow the college to evaluate candidate-learning outcomes relative to established standards. This candidate evidence supports both college and FLDOE Continuous Program Improvement activities, which directly contribute to the quality of candidate learning experiences.

How to Purchase and Setup your Via™ Account

Go to www.vialivetext.com and enter your Knights email address and for the password enter your PID (numbers only, 7 digits). Follow the directions on screen to complete the purchase of your Via™ account. After the purchase is completed, you will have access to your Via™ dashboard and will be able to submit required assignments for any courses in the current academic term.

How to Submit Assignments in Via™

1. **DIRECTIONS FOUND HERE:** <https://ccie.ucf.edu/explore-via/>
2. **UPLOAD DOCUMENTS AS A PDF WHENEVER POSSIBLE**
3. ViaLiveText recalls all assignments uploaded to it. In other words, if you submitted an assignment through the dashboard, ViaLiveText stores it so that it can be used or downloaded later. Hence, once you click “File Attachment” you will see a list populate underneath of all the files you have ever uploaded. Locate the one you need and click the “Add” button to the right. Alternatively, in that same area you will see a button that says, “*Upload New File*”, using this button you can browse your computer and upload files directly. Be sure the files are attached fully.

VIALIVETEXT SCHEDULE

First-Year Cohort: Save all completed assignments to upload to ViaLiveText during final year. You also have the option of uploading to ViaLiveText each semester as a secure storage space.

Second-Year Cohort: Save all completed assignments to upload to ViaLiveText during final year. You also have the option of uploading to ViaLiveText each semester as a secure storage space.

Third-Year Cohort – FALL SEMESTER:

Create a portfolio template and upload all of the artifacts for your courses PRIOR TO YOUR SECOND WEEK OF INTERNSHIP to the formative portfolio. Submit the **formative** portfolio **before the end of August of your second year through the ViaLiveText Dashboard** to **Fall course SPS 6948 for Dr. Taub's advisees and SPS 6909 (Research Report I) Dr. Edwards' advisees.** **Program faculty will evaluate this section of the formative portfolio exclusively.**

Third-Year Cohort – SPRING SEMESTER:

Create a portfolio template and upload all of the artifacts for your courses to the **summative** portfolio. The summative portfolio should include the courses and **required artifacts from the Fall and Spring semesters of your final year (internship courses)** that are part of the **UCF School Psychology Portfolio**. Submit the **summative** portfolio **through the ViaLiveText Dashboard** to **Spring course SPS 6948 for Dr. Taub's advisees and SPS 6909 (Research Report II) Dr. Edwards' advisees.** **Program faculty will evaluate this section of the summative portfolio exclusively.**



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

Candidate Name _____

Faculty Advisor _____

School Psychology Program faculty members use multiple factors to evaluate a candidate's progress in the Program. Prior to beginning the internship experience, candidates must demonstrate developing competencies on Florida Educator Accomplished Practices (FEAP) and NASP standards via their program portfolio, Graduate Plan of Study Audit available from MyUCF, and Grade Point Average (GPA). An evaluation of the candidate's progress through the UCF School Psychology Program course of study will be completed. Annually, during their Program of Study, each candidate must meet with their faculty advisor. The advisor will indicate whether the candidate has demonstrated adequate evidence of development of FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, practicum experiences, and their combined GPA.

PROGRESS

____ Candidate HAS NOT demonstrated adequate annual progress on the FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, practicum experiences, and their combined GPA.

____ Candidate HAS demonstrated adequate annual progress on the FEAP and NASP standards based on their review of the candidates' records including their Graduate Plan of Study Audit available from MyUCF, their classroom performance, practicum experiences, and their combined GPA.

INTERNSHIP

____ Candidate MAY NOT begin the Internship experience.

____ Candidate MAY begin the Internship experience.

Faculty Advisor's Signature

Date

School Psychology Program Program of Study

The School Psychology Ed.S. degree requires a minimum of 74 credit hours beyond the bachelor's degree, as well as a comprehensive examination at the completion of study.

- **In-class credits – 50 Credits**
- **Applied Research – 6 Credits**
- **Applied In-field Credits – 18 Credits (Practicum-6 & Internship-12)**

Prerequisites or Co-requisites for Educational Prevention (Department of Education Certification):

12 Credit Hours – Not required for candidates with a 5-year Florida teaching certificate

- **EEX 6061 - Instructional Strategies Pre-K-6 (3 credit hours)**
A varying exceptionalities strategies course using a cross-categorical model. The course is concerned with the pre-k handicapped child through grade 6. A required field experience must be completed with the class depending on prior experience.
- **EEX 6218 - Diagnostic Assessment and Intervention Planning in Exceptional Education (3 credit hours).** . . This course develops advanced instructional and intervention planning and decision-making knowledge and skills using school and classroom-based instructional data in reading and mathematics.
- **RED 5147 Developmental Reading (3 credit hours)**
Principles, procedures, organization, and current practices in the elementary reading program. Materials and methods of instruction.
- **TSL 5085 Teaching Language Minority Candidates in K-12 Classrooms (3 credit hours)**
Teaching K-12 limited English proficient (LEP) candidates. Florida standards regarding cross-cultural communication, ESOL curriculum, and materials, ESOL methodology, testing and evaluation of ESOL candidates, applied linguistics.

Prevention and Intervention: 27 Credit Hours

- **EDF 6401 Statistics for Educational Data (3 credit hours)**
Design of educational evaluation; analysis of data, descriptive and inferential statistics, interpretation of results.
- **SPS 5605 Building and Improving Relationship and Emotional Intelligence (3 credit hours)**
Candidates will learn to develop and improve relational and emotional intelligence and demonstrate an understanding of social emotional learning and how it enhances psychosocial wellbeing.
- **SPS 6206 Psychoeducational Interventions (3 credit hours)**
This course will enable school psychology candidates to develop and apply systematic, evidence-based problem-solving strategies to prevent and intervene with candidates' academic problems.
- **SPS 6225 Behavioral & Observational Analysis of Classroom Interaction in Schools (3 credit hours).** . . An intensive review of the principles and procedures of applied behavioral and observational analysis and assessment as they relate to changing behavior in schools.
- **SPS 6601 Introduction to Psychological Services in Schools (3 credit hours)**
A course presenting an overview of the philosophy, organization, programs, and operation of school psychological services.
- **SPS 6608 Seminar in School Psychology (3 credit hours)**
Diagnostic, instructional, and prescriptive intervention techniques.
- **SPS 6700 Advanced Psychoeducation and Data-Based Decision-Making (3 credit hours)**
Principles of advanced psychoeducation for teaching, response to intervention, and data-based decision-making in schools.

- SPS 6801 Developmental Basis of Diverse Behaviors (3 credit hours)
The major social and educational policy concerns posed by developmental and cultural diversity in our society, with implications for teaching, learning and intervention.
- SPS 6931 Ethical and Legal Issues in School Psychological Services (3 credit hours)
Introduction to ethical codes, professional standards, ethical-legal decision-making models and case studies impacting the delivery of school psychological services.

Consultation and Counseling: 6 Credit Hours

- SPS 6606 Consultation in School Psychology (3 credit hours)
School psychology theories and models of school consultation and clinical practice in the consultative role.
- MHS 6401 Techniques of Counseling (3 credit hours)
The nature of counseling and its relationships to theoretical concepts.

Assessment: 17 Credit Hours

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

Application Activities: 6 Credit Hours

- SPS 6909 - Research Report I and II (3 credit hours each)
A collaborative research project conducted with classmates during internship.

Practicum and Internship: 18 Credit Hours

- SPS 6946 Practicum in School Psychology I and II (3 credit hours each)
Provides each candidate with an orientation to public schools and experiences which broadly sample the spectrum of psychoeducational assessment and interventions for practicing school psychologists.
- SPS 6948 School Psychology Internship I and II (6 credit hours each)
Supervised placement in school settings.

Equipment and Materials Fees

Candidates in the School Psychology Ed.S. program pay a \$90 equipment fee each semester that they are enrolled. Candidates also pay a materials fee for protocols used in four assessment courses.

Independent Learning

Practicum and internship courses are required as the culminating independent learning experience.

EVALUATION OF CANDIDATE PROGRESS

Candidates Rights and Responsibilities

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

Fulltime Program

The UCF School Psychology Program is a fulltime program and candidates are expected to enroll as fulltime graduate candidates taking the sequence of courses required by the Program and deemed necessary by the faculty advisor. In addition, in extremely rare cases, an enrolled candidate who has a documented medical concern may vary from continuous residency. This must be approved by the Program advisor and reflected in the candidate’s Program of Study. Nonetheless, no part-time enrollment is permitted. The modifications to the Program of Study are made based on the documented concern (see Residency Requirements section for more information).

Progress through the Program

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

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

Annual Candidate Evaluation

The Program employs a multifactor evaluation model of continuous learning to ensure that all candidates develop the competencies to practice capably as school psychologists. Candidates are evaluated prior to entering the Program via all application materials and an individual interview. During coursework, candidates are evaluated with exams, reflection papers, presentations, reports, DVD taping, case studies, role playing, and their Program portfolio. Annual evaluation forms are completed by the faculty advisor

prior to the candidate being permitted to begin practica and internship experiences. University and field-based supervisors complete formal formative and summative evaluations during and at the culmination of these field-based experiences. Candidates are also expected to be reflective practitioners and engage in annual self-appraisals of their progress in the Program.

School Psychology Certification and Licensure Examinations

The State of Florida requires school psychology candidates to pass the Florida Teacher Certification Exam (FTCE) in order to obtain a degree in school psychology. All candidates in state-approved educator preparation programs are required to pass all relevant sections of the FTCE. For school psychology those sections are: Professional Education and the Subject Area Exam in School Psychology. All UCF school psychology candidates are required to take and pass the FTCE, even if they intend to practice privately or outside the state of Florida. **Candidate must upload documentation of their passing score in their ViaLiveText portfolio.**

The Program also strongly encourages all candidates to take and pass the PRAXIS II exam in School Psychology. This exam is administered by the Educational Testing Service (ETS). Passing the exam satisfies one criterion used by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP). The NCSP likely improves your marketability for jobs inside and outside the state of Florida. The state of Florida also uses the exam as one criterion for licensure as a school psychologist.

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

For the Praxis II, UCF examinees should indicate UCF as the graduating university. Please use our institution's program code – **5233**, when registering for The Praxis Series™ assessments.

Praxis Series™ in School Psychology Examination Guides

1. The free Praxis School Psychologist practice test will cover the same content as the actual test.
<https://www.mometrix.com/academy/praxis-ii/psychologist/>
2. The School Psychology Licensure Exam Guide: The Most Effective Guide to Prepare for the National Association of School Psychologists (NASP); ISBN-10: 0595335276, ISBN-13: 978-0595335275.
3. Praxis II School Psychologist (0401) Exam Secrets Study Guide: Praxis II Test Review for the Praxis II: Subject Assessments [Paperback]; ISBN-10: 1614028869; ISBN-13: 978-1614028864.
4. Praxis II School Psychologist (0401) Exam Flashcard Study System: Praxis II Test Practice Questions & Review for the Praxis II: Subject Assessments [Cards]; ISBN-10: 161402765X; ISBN-13: 978-1614027652.

FLORIDA TEACHER CERTIFICATION EXAM (FTCE)
GUIDE FOR
UNIVERSITY OF CENTRAL FLORIDA COLLEGE OF COMMUNITY INNOVATION AND EDUCATION
CANDIDATES

FTCE website: www.fl.nesinc.com

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

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

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

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

A. The Professional Education Test consists of 120 multiple choice questions which address the following areas: classroom management, theories, candidate behavior, basic principles of teaching, child development, knowledge of effective reading strategies, and teaching strategies for all candidates including ESOL candidates. It is highly recommended that you take this test after completing your professional preparation courses (EEX 6061, EEX 6218, TSL 5085, and RED 5147). A passing score on the Professional Education Test section of the FTCE is required for graduation from state-approved teacher preparation programs.

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

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

Q. How do I register for these tests?

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

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

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

Q. How much do the tests cost?

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

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

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

Q. Where are the tests administered?

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

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

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

Q. When will I receive my test scores?

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

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

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

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

Still have questions about the Florida Teacher Certification Exam?

Contact the College of Community Innovation and Education Office of Candidate Affairs:

Location: ED 110

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

Phone: 407/823-3723

Email: FTCEhelp@ucf.edu

DISMISSALS FROM THE PROGRAM

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

Reasons for Dismissal

It is the general policy of the School Psychology Program to recommend to the Graduate Dean that candidates who have earned more than two grades of “C+” or lower be dismissed from the Program. Students who earn a grade of “D+” or lower in any course must retake and pass the course. In addition, candidates who do not earn grades of “B” or better (“B-” is not considered better than a “B”) or “S” in courses with an SPS prefix may be required to repeat the course at the discretion of at least two program faculty. This may set a candidate back an entire year in their matriculation through the program. Candidates who repeat a course with an SPS prefix and do not earn grades of “B” or better (“B-” is not considered better than a “B”) or “S” may be recommended for dismissal from the Program.

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

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

Candidates may also be dismissed for overt and consistent failure to demonstrate professional work characteristics (PWC) identified by NASP (<http://www.nasponline.org/standards/revisions/credentialing.pdf>) including, but not limited to the following:

- | | |
|-------------------------------------|--------------------------------|
| • Communication Skills | • Initiative and Dependability |
| • Adaptability | • Ethical Responsibility |
| • Effective Interpersonal Relations | • Respect for Human Diversity |

Process and Procedures

1. The faculty will routinely evaluate all candidates. Candidates will be evaluated on academic, clinical, professional, and interpersonal functioning.
2. A faculty member who is concerned about the behavior or performance of a candidate will confer with the candidate's advisor and the Program Coordinator.
3. The School Psychology faculty will meet to review the candidate's progress and discuss the concerns of the reporting faculty member.
4. From the discussion, three options will be considered:
 - a. No recommendations are made to the candidate
 - b. Candidate is recommended for remediation (to be determined by the faculty)
 - c. Candidate is recommended for dismissal from the program.
5. If options "b" or "c" are selected, a meeting will be scheduled with the candidate. This meeting usually includes select faculty members and the candidate's advisor. Faculty's concerns and recommendations are clearly explained to the candidate. The candidate will be allowed to discuss his/her thoughts, feeling, and reactions.
6. Should remediation be recommended, the candidate will be presented with a written document stating the exact actions the candidate must take for remediation. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. Failure of remediation may result in dismissal from the program. (This constitutes "due process" - the candidate is advised of his/her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)
7. If the decision is for dismissal, it will be presented to the candidate in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision. The candidate will be offered an opportunity to facilitate his/her change into another more appropriate area through career counseling available at the UCF Counseling & Testing Center (<http://www.counseling.sdes.ucf.edu>).
8. The committee and/or the candidate are free to consult with other faculty, supervisors, professionals, or an attorney to assist in making an objective, informed decision.
9. Results of all meetings and consultations will be documented and kept in the candidate's confidential file.
10. The candidate may choose to comply with recommendations or use the appeals process already in place at the university.

Appeals Process

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

**Use of Artificial Intelligence
(i.e., AI; e.g., Generative AI, MS CoPilot, ChatGPT)
During Matriculation through the School Psychology Program**

Reference: OpenAI. (2020). ChatGPT [Computer software]. Retrieved from <https://www.openai.com/>

Purpose:

The purpose of this policy is to establish guidelines for the appropriate and ethical use of AI (hereafter written as Generative AI) by students during matriculation through the School Psychology Program.

Scope:

This policy applies to all students who use Generative AI as a tool for academic and research purposes.

Guidelines for use in preparing academic work:

Original Work: Graduate students must ensure that all work submitted, including assignments, papers, and projects, is their original creation. It should reflect their own thoughts, analysis, and understanding of the subject matter.

Limited Use: Graduate students may use Generative AI as a tool for learning and not as a substitute for their own thinking and analysis. Graduate students must not rely exclusively on Generative AI for their academic work.

Proper Citation: When using Generative AI for research or generating ideas, graduate students must appropriately cite Generative AI as a source. This includes providing attribution for any direct quotes, paraphrasing, or ideas obtained from Generative AI, following the citation style required by the course or the instructor.

School Psychology Program's Preferred Citation Style

In-Text Citation: For in-text citations, include the author's name as " ChatGPT" or the name of the organization responsible for ChatGPT's development, such as OpenAI, followed by the year of the model's release (e.g., OpenAI, 2020).

Example: According to ChatGPT (OpenAI, 2020), ...

Reference List: In the reference list, provide detailed information to identify the Generative AI model or version used, along with the organization responsible for its development. Include the title of the model or a descriptive identifier, the year of the model's release, and the name of the organization.

Example: OpenAI. (2020). ChatGPT [Computer software]. Retrieved from <https://www.openai.com/>

Academic Honesty: Graduate students must adhere to the principles of academic honesty and avoid any form of cheating or plagiarism. They should not submit work that has been solely generated by Generative AI without proper attribution.

Critical Engagement: Graduate students should critically engage with the information obtained from Generative AI. They must demonstrate their understanding and ability to synthesize the information rather than relying solely on Generative AI to generate content.

Peer Review and Feedback: Graduate students should actively seek feedback and engage in peer review processes. By involving peers and instructors, they can receive constructive criticism, enhance their work, and ensure the integrity of their submissions.

Faculty Oversight: Faculty members should provide clear guidelines on the appropriate use of Generative AI in assignments. They should emphasize the importance of academic integrity and educate students about the proper citation and referencing of Generative AI-generated content.

Turnitin Software: Assignments may be required to be submitted to Turnitin for plagiarism detection.

Guidelines for use with clients:

Professionalism: Graduate students must use Generative AI in a professional manner that aligns with the ethical guidelines set forth by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). This includes maintaining confidentiality, respect for individual differences, and avoiding inappropriate language or behaviors.

Privacy and Confidentiality: Graduate students must ensure that all client information discussed with Generative AI remains confidential and is not shared with unauthorized parties. Graduate students should also use a secure and private platform when interacting with Generative AI.

Informed Consent: Graduate students must obtain informed consent from clients before using Generative AI as part of their assessment or treatment plan. This includes explaining the purpose, risks, and benefits of using Generative AI and obtaining client consent for its use.

Competence: Graduate students must use Generative AI in a competent manner and seek supervision or consultation if needed. They should also regularly review their use of Generative AI to ensure it aligns with best practices and ethical guidelines.

Record Keeping: Graduate students must keep accurate and detailed records of their interactions with Generative AI, including any client information and the purpose of the interaction. They should also ensure that these records are securely stored and protected.

Liability: Graduate students assume full responsibility for their use of Generative AI and any legal or ethical consequences that may arise. They must also comply with university policies and regulations regarding the use of technology and data privacy.

Consequences: Misuse of AI/Generative AI (e.g., plagiarism) in any form is considered a serious offense and can result in disciplinary action. Consequences may include grade reduction, academic probation, suspension or dismissal from the program, or other measures deemed appropriate by program faculty. (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>).

Conclusion:

The use of Generative AI is a valuable tool for graduate students. However, it is important that it is used in a responsible and ethical manner to ensure the safety and privacy of clients. This policy serves as a guideline for the appropriate use of Generative AI by graduate students and helps to ensure that they are using it in a competent and professional manner.

UCF School Psychology Program Candidate Support Services

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

RECRUITMENT

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

Internal – Faculty of the College of Community Innovation and Education and the Department of Psychology identify and approach undergraduate candidates who in their professional judgment possess the academic, moral and ethical standards required by the Program.

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

INFORMATION

The School of Psychology Program has limited enrollment. Thus, multiple information sessions are offered annually to inform interested candidates about the Program, and the requirements and expectations.

ADVISEMENT

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

COUNSELING

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

Counseling services are available from the University Counseling Center.

CONSULTATION

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

PEER NETWORKING

Candidates are encouraged to become active members of the National Association of School Psychologists (NASP), and the Florida Association of School Psychologists (FASP). With candidate's consent, a directory

is created and provided to them with the names, addresses, telephone numbers, and e-mails (if available) of candidates in training in order to request and receive peer support and establish professional relationships.

JOB PLACEMENT

It is recommended that candidates use the “preparing for employment” schedule contained in this Handbook. During the candidate’s last semester, they are provided contact information for school districts in the state that are considering hiring. Candidates are provided access to databases of state school districts that employ school psychologists. The database includes information about administrators and application procedures. In addition, faculty members often receive requests from districts to recommend graduates for positions. Faculty members connect graduates with these employers. Further, faculty members are available to write personal letters of recommendation on behalf of the graduate to prospective employers.

FOLLOW-UP

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

PROFESSIONAL ORGANIZATIONS

Candidate Association of School Psychology

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

The purpose of SASP is to:

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

Other Professional Organizations

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

Approximate Candidate Timeline (Post in your home Somewhere Noticeable) UCF School Psychology Program

First Year

Early March:	Accept admission into the Program
Middle of May:	Register for Fall & Spring courses
August:	Attend UCF graduate school orientation
End of August:	Begin Fall classes
September:	Meet with your assigned advisor to complete Graduate Plan of Study Form
January:	Begin Spring classes
March:	Register for Summer, Fall, & Spring courses
May:	Save all completed assignments to upload to your portfolio in ViaLiveText
Middle of May:	Begin Summer classes
August:	Meet with advisor to complete annual evaluation & Transition-to-Practicum Form

Second Year

End of August:	Begin Fall classes
September:	Meet with your assigned advisor: Discuss internship sites & application process
January:	Begin Spring classes
Early January:	Submit completed internship application to 3-4 school districts
February:	Interview for internships
March:	Accept internship offer in consultation with advisor
May:	Save all completed assignments to upload to your portfolio in ViaLiveText
August:	Meet with advisor to complete annual evaluation & Transition-to-Internship Form

Third Year

July:	Obtain a signed UCF School Psychology Internship Agreement Form from the Internship Instructor or Program Handbook (see Appendix A for a sample form)
July:	Provide university-based internship instructor with the completed UCF School Psychology Internship Agreement Form (i.e., the agreement signed by you and the district representative)
July/August:	Begin internship
August:	Complete formative portfolio in ViaLiveText – evaluated by your advisor
August:	Provide university-based internship instructor with information about field-based internship supervisors (Fall Term) – fee waiver voucher forms for the supervisors http://education.ucf.edu/clinicalexp/cops.cfm?fldType=4
August:	Late August – Confirm with Internship Instructor Internship Tuition Waivers
November:	Apply for graduation – completed form needed
January:	Provide university-based internship instructor with information about field-based internship supervisors (Spring Term) – fee waiver voucher forms for the supervisors http://education.ucf.edu/clinicalexp/cops.cfm?fldType=4
February:	Take and pass FTCE and Praxis II
February/March:	Take and pass Program comprehensive exam
April:	Complete Program Summative Portfolio in ViaLiveText – evaluated by your advisor
May:	Graduate!

Preparing for Employment Approximate Candidate Timeline

August - April:	During Internship create an outstanding professional and personal impression
August - April:	Network with Program Alumni to learn about potential employment openings
August - April:	Network with Program Faculty to learn about potential employment openings
Oct/Nov:	Attend FASP Conference and Network During Job Fair
Oct/Nov:	Attend FASP Conference and Co-present a Paper to Enhance Status and Credibility
Feb/March:	Attend NASP Conference and Job Fair
March/April:	Consistently review NASP, FASP, and district websites (and newsletters) for employment postings
April:	Submit employment application to school districts
May:	Seek state certification via Florida website - http://www.fldoe.org/edcert/apply.asp
May:	Seek NASP certification (NCSP) via NASP website – see forms http://www.nasponline.org/standards-and-certification/national-certification

Praxis Series™ in School Psychology Examination Guides

- [Praxis School Psychologist Practice Test \(updated 2022\) \(mometrix.com\)](http://www.mometrix.com/praxis/school-psychologist-practice-test/)
- Praxis in School Psychology ETS Study Guide Brochure 5402:
<http://www.ets.org/s/praxis/pdf/5402.pdf>
- The School Psychology Licensure Exam – Second Edition: ISBN-10: 0826109896, ISBN-13: 978-0826109897.
- PASS: Prepare, Assist, Survive, and Succeed: A Guide to PASSing the Praxis Exam in School Psychology, 2nd Edition: ISBN-10: 1138910295; ISBN-13: 978-1138910294.

The steps regarding the NCSP documents are as follows:

1. Have **site-based** internship supervisor sign the form
2. Email all documents including the results of the Praxis II Exam (**with area scores – important for program improvement**) to the UCF School Psychology Program Coordinator (search Program webpage for current coordinator)
3. Program Coordinator will then complete, sign electronically, and email the documents back to you

Program Mailing Address

University of Central Florida
College of Community Innovation and Education
School Psychology Program
POB 161250
Orlando, FL 32816-1250

June: Interview for positions
After Graduation: Accept Employment!

Program Accountability

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

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

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

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

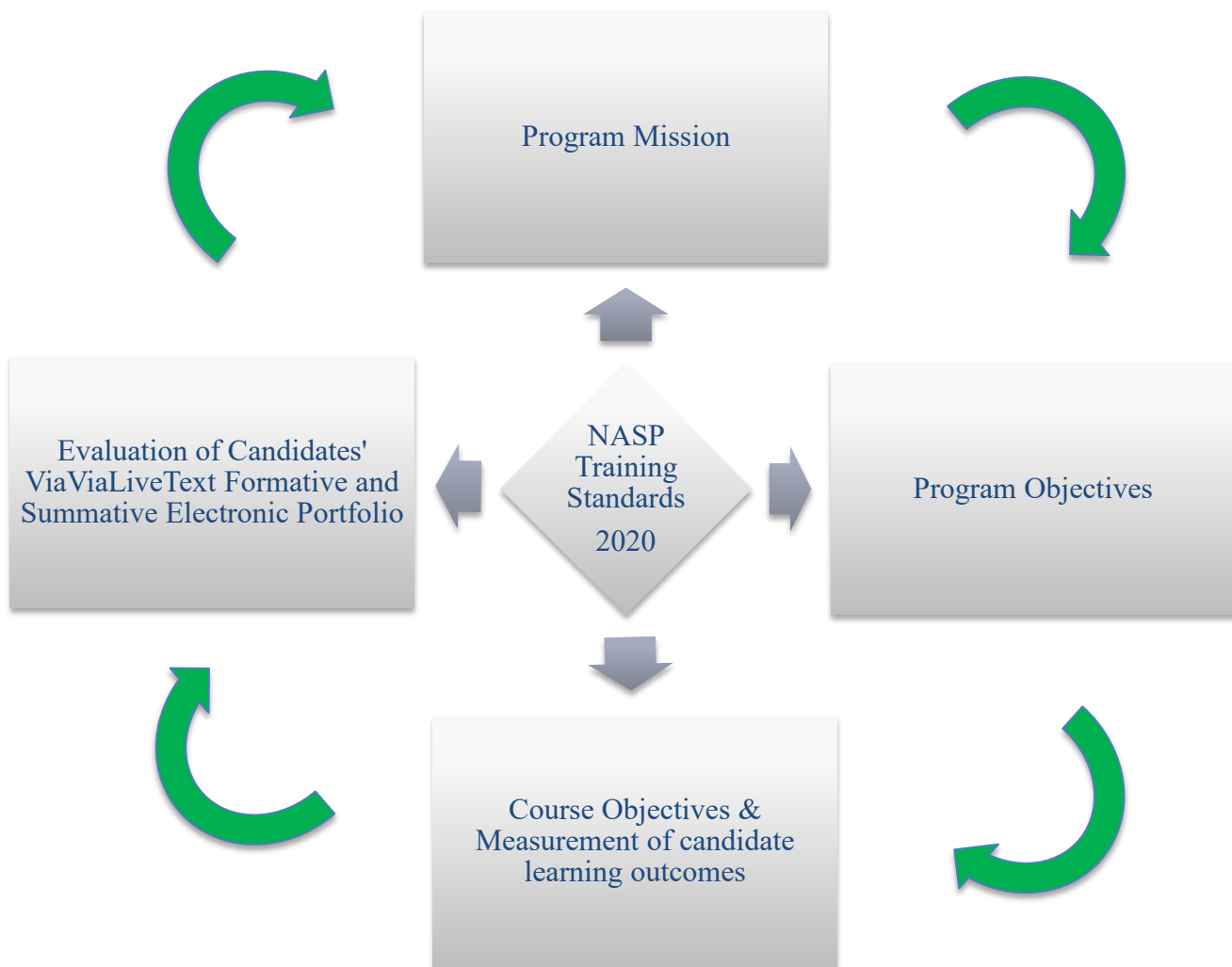
- a. Candidate Perception of courses and instructors
- b. Practica prevention and intervention cases
- c. Candidate Practica and Internship logs
- d. Internship intervention cases
- e. Formative and summative evaluations of interns
- f. Candidate transcripts
- g. Candidate portfolio reviews
- h. Candidate evaluation of internship
- i. Comprehensive examination
- j. UCF School Psychology Program Advisory Board Surveys

These data are analyzed during meetings with Program faculty and decisions are made regarding the findings and areas of modification. Modifications have resulted in **(1)** additions to course content (e.g., MTSS concepts, FAA concepts, progress monitoring concepts, and positive youth development concepts), **(2)** changes in faculty course assignments (e.g., SPS 6191 and SPS 6192), **(3)** addition/deletion of courses (e.g., TSL 5085, SPS 5606, **SPS 6700 replacing EDF 5065; EEX 6061, 6218 replacing EEX 5051 and EDG 6415 – deletion of MHS 6400 and EDF 6481**), **(4)** a complete revision and expansion of the Program Handbook, **(5)** adding a candidate orientation regarding graduation criteria including taking and passing the FTCE, **(6)** additions to Program requirements (e.g., adding the FTCE as a graduation requirement and requiring an electronic Candidate Portfolio), and **(7)** a complete revision and redesign of the School Psychology Internship Contract with School Districts.

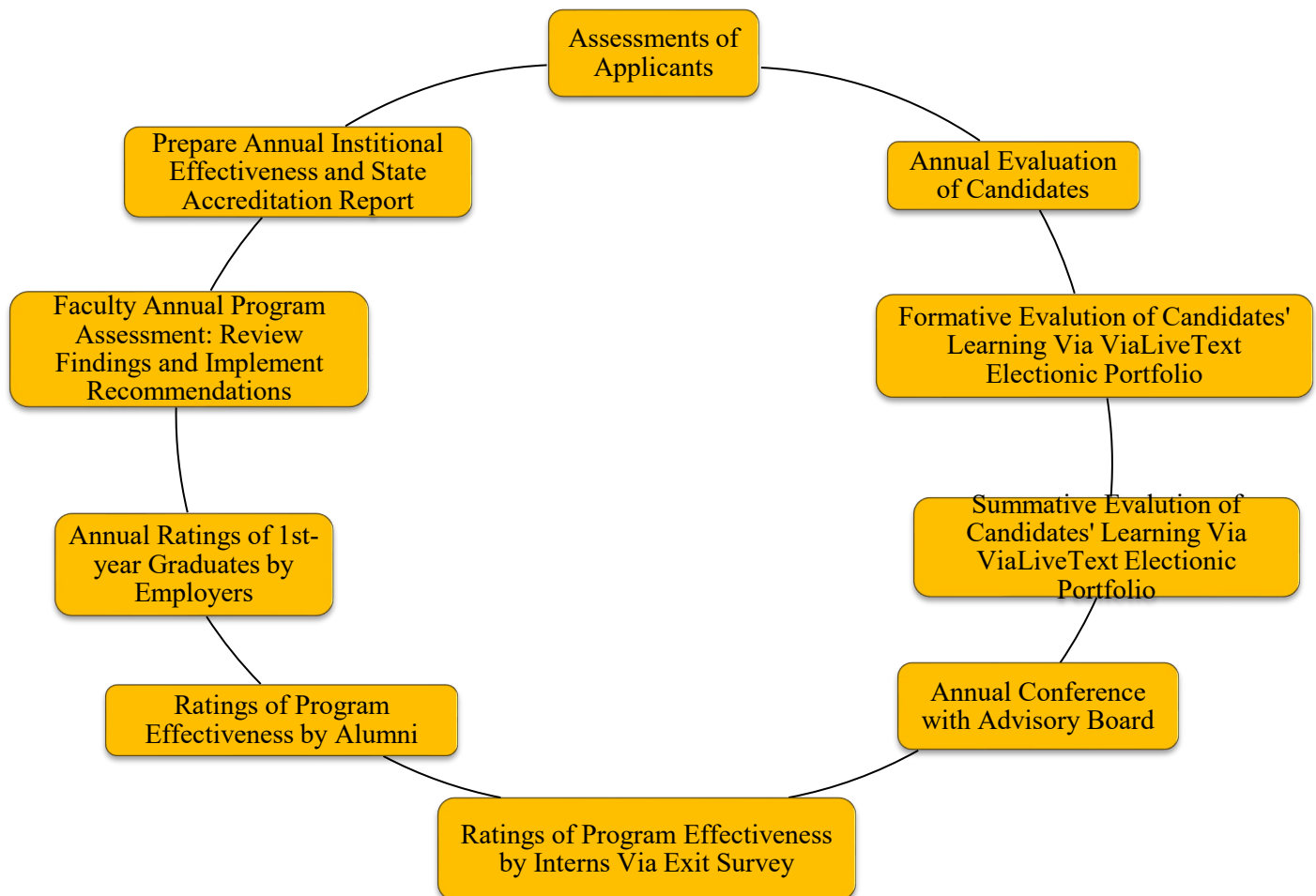
Comprehensive System of Assessment, Accountability, and Program Development

Each School Psychology faculty member is actively involved in the comprehensive system of assessment, accountability, and program development. This is systematic and continuous model that uses multimodal and multi-method approach. The assessments include evaluations of current candidates' academic and personal/professional development, level of learning based on candidates' progress evidenced via ViaLiveText Formative and Summative Electronic Portfolio, personal/professional work characteristics, knowledge, applied skills, research, and scholarship.

Candidates are evaluated using employer/site supervisor ratings of the candidates' portfolio submission in the "Student Learning and Licensure" system. Faculty evaluate the curriculum, programs, coursework, admissions process, and current candidate functioning. Site supervisors and advisory board members evaluate current candidates, program outcomes, and current/future direction of the programs.



1. The NASP 2020 Training Standards are used to inform each of the aforementioned processes. This is noted above by placing the NASP 2020 TRAINING Standards in the central position and noting how the Standards inform each area.
2. The School Psychology Program Mission is aligned with NASP 2020 Training Standards and informs the development of the Program Objectives.
3. The Program Objectives are infused into the Objectives for each course, both at the Core and Specialty levels. Course Objectives are aligned with the NASP 2020 Training Standards and guide the development of course content, assignments, and candidate learning outcomes.
4. Expected candidate learning outcomes are aligned with NASP 2020 Training Standards and inform the measurement and evaluation processes.
5. Outcomes from the measurement and evaluation processes are aligned with NASP 2020 Training Standards and are used to inform the evaluation of the overall Program. The ultimate goal of this process is directed at candidates achieving the School Psychology Program Mission and developing as highly competent professionals. The contiguous cycle of evaluation is presented below.





Appendix A

University of Central Florida School Psychology Program School Psychology Internship Agreement

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

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

Identification of terms

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

The District agrees to:

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

- L. Immediately notify UCF of any concerns regarding the Intern's performance
- M. At the request of UCF, withdraw from employment any Intern whose university-based performance is unsatisfactory
- N. Provide the Intern with a written statement identifying salary, insurance, reimbursement, or other benefits as applicable

UCF agrees to:

- A. Ensure the Intern completed all pre-internship coursework and is in good standing at UCF
- B. Notify the District Representative of any change in the Intern's status prior to the start of the internship experience
- C. Provide a UCF Internship Supervisor who shall maintain an ongoing relationship with the Intern Supervisor and District Representative
- D. Allow the District to withdraw any Intern from employment whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the District

It is mutually agreed:

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

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

UCF Coordinator – Name & Signature

Date

UCF Coordinator's E-mail address

Phone Number

District Representative – Name & Signature

Date

District Representative's E-mail address

Phone Number

UCF Intern – Name & Signature

Date

Appendix B

6A-5.065 THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

FEAP Alignment

FEAP (2)(a)1/PEC 1 - Instructional Design and Lesson Planning

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor.
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge
- c. Designs instruction for candidates to achieve mastery.
- d. Selects appropriate formative assessments to monitor learning.
- e. Uses diagnostic candidate data to plan lessons.
- f. Develops learning experiences that require candidates to demonstrate a variety of applicable skills and competencies.

FS 1004.04 - Demonstrate knowledge and understanding of Next Generation Sunshine State Standards

FS 1004.04 - Human development and learning

FEAP (2)(a)2/PEC 2 - The Learning Environment

- a. Organizes, allocates and manages the resources of time, space, and attention.
- b. Manages individual and class behaviors through a well-planned management system.
- c. Conveys high expectations to all candidates.
- d. Respects candidates' cultural, linguistic, and family background.
- e. Models clear, acceptable oral and written communication skills.
- f. Maintains a climate of openness, inquiry, fairness and support.
- g. Integrates current information and communication technologies.
- h. Adapts the learning environment to accommodate the differing needs and diversity of candidates.
- i. Utilizes current and emerging assistive technologies that enable candidates to participate in high-quality communication interactions and achieve their educational goals.

FS 1004.04 - Maintain an orderly and disciplined classroom conducive to candidate learning (classroom management)

FS 1004.04 - School safety

SBE Rule 6A-4.006 - Instructional strategies including the needs of diverse learners

FEAP (2)(a)3/PEC 3 - Instructional Delivery and Facilitation

- a. Deliver engaging and challenging lessons.

- b.** Deepen and enrich candidates' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- c.** Identify gaps in candidates' subject matter knowledge.
- d.** Modify instruction to respond to preconceptions or misconceptions.
- e.** Relate and integrate the subject matter with other disciplines and life experiences.
- f.** Employ higher-order questioning techniques.
- g.** Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for candidate understanding.
- h.** Differentiate instruction based on an assessment of candidate learning needs and recognition of individual differences in candidates.
- i.** Support, encourage, and provide immediate and specific feedback to candidates to promote candidate achievement.
- j.** Utilize candidate feedback to monitor instructional needs and to adjust instruction.

FS 1004.04 - Recognize signs of candidates' difficulty with the reading and computational process and apply appropriate measures to improve candidates' reading and computational performance

FS 1004.04 - Research-based computational skills acquisition

FS 1004.04 - Higher level mathematics concepts

FS 1004.04 - Write and speak in a logical and understandable style with appropriate grammar [FEAP (2)(a)(2)]

FS 1004.04 - Use and integrate appropriate technology in teaching and learning process [FEAP (2)(a)(2)]

FEAP (2)(a)4/PEC 4 - Assessment

- a.** Analyzes and applies data from multiple assessments and measures to diagnose candidates' learning needs, informs instruction based on those needs, and drives the learning process.
- b.** Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
- c.** Uses a variety of assessment tools to monitor candidate progress, achievement and learning gains.
- d.** Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- e.** Shares the importance and outcome of candidate assessment data with the candidate and the candidate's parent/caregiver(s)
- f.** Applies technology to organize and integrate assessment information.

FS 1004.04 - Reading and interpretation of data [FEAP (2)(a)(1)]

FS 1004.04 - Use of data to improve candidate achievement [FEAP (2)(a)(1)]

FEAP (2)(b)5/PEC 5 - Continuous Professional Improvement

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on candidates' needs.
- b. Examines and uses data-informed research to improve instruction and candidate achievement
- c. Collaborates with the home, school and larger communities to foster communication and to support candidate learning and continuous improvement.
- d. Engages in targeted professional growth opportunities and reflective practices.
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

CASG - Information on the state system of school improvement and accountability.

FEAP (2)(b)6/PEC 6 - Professional Responsibility and Ethical Conduct

Code of Conduct & Principals of Professional Conduct of the Education Profession of Florida

FS 1004.04 - Professional ethics

FS 1004.04 - Educational law

PEC 7 ESOL

PEC 8 Literacy

Appendix C

Florida Department of Education Draft Competencies and Skills Florida Teacher Certification Examination School Psychologist PK–12 (These can be used as a study guide for the FTCE Subject Area Exam)

I. Knowledge of measurement theory, test construction, research, and statistics

1. Identify theories of measurement and test construction.
2. Demonstrate knowledge of statistical concepts and terms.
3. Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
4. Interpret research findings from psychoeducational studies.

II. Knowledge of data-based decision making and accountability

1. Identify data gathering methods (e.g., checklists, records review, assessment instruments, interviews, behavioral observations, curriculum-based measurement, technology) in the comprehensive evaluation process.
2. Identify appropriate methods for progress monitoring.
3. Select appropriate psychoeducational assessment instruments based on a referral question.
4. Determine appropriate evaluation methods and sources of information based on a referral question.
5. Select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse candidates; candidates with low-incidence disabilities; preschool children).
6. Interpret data from multiple sources (e.g., checklists, records review, graphs, instructional software, assessment instruments and software, interviews, behavioral observations, curriculum-based measurement) to address referral questions and make appropriate recommendations.
7. Demonstrate knowledge of data-based decision making at the system, group, and individual levels.

III. Knowledge of child and adolescent development

1. Identify theories of cognitive and intellectual development.
2. Identify theories and principles of language, perceptual, and sensorimotor development.
3. Identify theories of personality and social-emotional development.
4. Apply principles of learning, memory, and motivation.

5. Identify developmental patterns of disorders in childhood and adolescence.
6. Relate the major theories of child and adolescent development to psychoeducational practices.

IV. Knowledge of Section 504 of the Rehabilitation Act of 1973 (Section 504) and exceptional candidate education

1. Identify the characteristics of various exceptionalities and disabilities (e.g., specific learning disabilities, gifted, visual or hearing impairment).
2. Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.
3. Determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.
4. Identify federally mandated procedures in the development of an Individual Educational Plan (IEP) and a Section 504 accommodation plan.
5. Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for candidates with an IEP or Section 504 accommodation plan.

V. Knowledge of curricula and instruction

1. Identify components of curricula and effective instruction.
2. Demonstrate knowledge of reading, mathematics, and written and oral language development and instruction.
3. Identify appropriate instructional strategies for reading, mathematics, and written and oral language.
4. Identify screening, prevention, and intervention methods to address academic concerns.

VI. Knowledge of biological, social, and cultural bases of learning and behavior

1. Identify the signs, symptoms, and impact of substance abuse.
2. Identify the signs, symptoms, and impact of child abuse and other traumatic events.
3. Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.
4. Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.
5. Identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.

6. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

VII. Knowledge of laws, rules, regulations, and court decisions

1. Demonstrate knowledge of legislation (e.g., Health Insurance Portability and Accountability Act; No Child Left Behind Act; Individuals with Disabilities Education Improvement Act; Section 490, Florida Statutes) related to the practice of school psychology and public education.
2. Identify federal and state rules, regulations, and policies related to the practice of school psychology and public education.
3. Identify the implications of landmark court decisions related to the practice of school psychology.

VIII. Knowledge of evidence-based interventions

1. Identify theories and techniques of individual counseling.
2. Identify theories and techniques of group counseling.
3. Select appropriate prevention activities and evidence-based interventions for academic concerns.
4. Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.
5. Select appropriate methods for evaluating the fidelity of implementation and response to interventions from various sources (e.g., technology, curriculum-based measurement).
6. Identify school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide.
7. Identify techniques for threat and suicide assessment.
8. Select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.
9. Identify techniques for crisis intervention.

IX. Knowledge of consultation, collaboration, and problem solving

1. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.
2. Demonstrate knowledge of the problem-solving process.

3. Apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social-emotional concerns.

X. Knowledge of professional school psychology and ethical decision making

1. Identify elements of the organizational and operational structures of public schools.
2. Identify important milestones in the development of the profession of school psychology.
3. Identify professional standards of practice in school psychology.
4. Identify the guidelines for professional conduct as stated in the ethical codes of the Florida Association of School Psychologists, National Association of School Psychologists, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.
5. Apply appropriate decision making to standards of practice and ethical dilemmas.

Appendix D

NASP 2020 STANDARDS SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

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

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for candidates and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Candidate Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse candidate populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each candidate receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Curriculum Map of Required Courses by 2020 NASP Standards

UCF School Psychology Program required courses as aligned with NASP Domains for Training and Field Placement Programs in School Psychology (2020 Standards)

[illegible]

Appendix F

UNIVERSITY OF CENTRAL FLORIDA EVIDENCE OF FLORIDA EDUCATOR ACCOMPLISHED PRACTICES BY COURSES SCHOOL OF PSYCHOLOGY

NASP Standards for Training and Field Placement Programs in School Psychology (2020)

MEANS TO MEASURE ACHIEVEMENT BY COURSE

Courses

Activities – see syllabi for precise description

EDF 6401							
EEX 6061							
EEX 6218							
MHS 6401							
SPS 6125							
SPS 6175							
SPS 6191							
SPS 6192							
SPS 6194							
SPS 6206							
SPS 6225							
SPS 5605							
SPS 6909							
SPS 6601							
SPS 6606							
SPS 6608							
SPS 6700							
SPS 6801							
SPS 6931							
SPS 6946							
SPS 6948							
TSL 5085							

	Course- based Assessment
	Assessment video
	Case studies
	Class presentation
	Electronic Portfolio
	Research papers
	Computer assignments
	Class observations
	Reflection Paper
	Annual progress report
	Assignment Completion Log
	Internship Activity

Appendix G

Sample Matrix of Applicant Credentials and Rating

**University of Central Florida
College of Community Innovation and Education
School Psychology Program
Admissions Credentials Review**

Name _____

Term: FALL

1. GPA	POINTS	GPA	POINTS
3.00-3.09	4	3.50-3.59	13
3.10-3.19	5	3.60-3.69	14
3.20-3.29	6	3.70-3.79	15
3.30-3.39	7	3.80-3.89	16
3.40-3.49	8	3.90-4.00	20

2. LETTERS OF RECOMMENDATION

Letter #1	6-2-0
Letter #2	6-2-0
Letter #3	6-2-0

3. PREVIOUS GRADUATE DEGREE

(Education, Psychology, or Related areas)

(3 points)

4. INFORMATION SESSION ATTENDED

DATE: _____

YES _____ **(4 Points)** NO _____

SUBTOTAL: _____ **(0-45 Points)**

5. PERSONAL INTERVIEW

SUBTOTAL: _____ **(0-45 Points)**

TOTAL: _____ **(0-90 Points)**

ADMISSIONS CREDENTIALS REVIEW COMMITTEE SIGNATURES

Appendix H

UCF School Psychology Program Interview Matrix

Candidate's Name: _____

Date: _____

Please rate applicant in each of the following areas:
(9 indicates a positive rating, 7 is average, and 0 is negative)

1. General maturity	15	11	7	4	0
2. Good judgment	15	11	7	4	0
3. Communication skills	15	11	7	4	0
4. Enthusiasm/motivation	15	11	7	4	0
5. Eye contact	15	11	7	4	0
6. Preparation for interview	15	11	7	4	0
7. Awareness of the structure of the Program	15	11	7	4	0
8. Awareness of school psychology	15	11	7	4	0
9. Personal appearance	15	11	7	4	0

10. Interest in working with children	15	11	7	4	0
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RECOMMENDATION (Circle):

15 I recommend the applicant as an **EXCELLENT** candidate

11 I recommend the applicant as a **GOOD** candidate

7 I have some reservations but feel the applicant **MAY BE** a good candidate

4 I have **SUBSTANTIAL DOUBTS** about the applicant's suitability for this program

0 I believe that the applicant is **UNSUITED** for this program

Appendix I

UCF School Psychology Program Program Handbook: Candidates Rights and Responsibilities Signature Form

I have read this Handbook carefully and understand its rules, policies, procedures, and responsibilities as written.

I pledge to comply with said rules, policies, procedures, and responsibilities during my matriculation as a candidate in the Program.

I understand that information in this Handbook that contradicts university or college policies are superseded by such policies. I understand the UCF School Psychology Program may periodically update the rules, policies, procedures, and responsibilities contained in this Handbook in response to university, state, or national requirements.

Printed Name _____ Signature _____

THIS FORM MUST BE UPLOADED TO CANVAS/WEBCOURSES SPS 6225 AND SPS 6601 DURING THE FIRST TWO WEEKS OF YOUR FIRST SEMESTER IN THE UCF SCHOOL PSYCHOLOGY PROGRAM!