

MEMORANDUM OF UNDERSTANDING

The University of the Pacific acting through its Benerd School of Education and Mt. Diablo Unified School District [name of school district] have entered into this Memorandum of Understanding (MOU) pertaining to the supervision of those Interns eligible for internship who are identified on Exhibit A attached hereto (Interns) for the 2016-2017 academic year beginning August 22, 2016 to June 9, 2017.

The District appoints a site supervisor for each Intern that is listed next to the Intern's name as set forth on Exhibit A (Site Supervisor). The Site Supervisor who has a valid credential or license for the area he/she is supervising (School Psychology or School Counseling Credential or Licensed Psychologist), and is employed by the District, to serve as that intern's supervisor for the purpose of supporting, guiding, and evaluating the Intern, in collaboration with Dr. Linda Webster, Department Chair of the University's Educational and School Psychology program, (or any other person she designates in writing).

The specific responsibilities of the University, District and Intern with respect to this fieldwork placement are below:

**ARTICLE 1
RESPONSIBILITIES OF THE UNIVERSITY**

1. The University agrees to accept the intern for a minimum of three units of School Psychology Internship (EPSY 398) for each of the two semesters during the academic year involved, and will recommend the School Psychologist Credential at the end of the school district's academic year if the University supervisor and the Site Supervisor agree that the Intern has fully met the requirements of the internship.
2. The University has admitted the Intern to its graduate program in School Psychology, is responsible for the Intern's eligibility for the internship, and is responsible for compliance with policies and regulations of the Commission on Teacher Credentialing.
3. The Department Chair of the University Internship Supervisor will serve as liaison between the University and the District with respect to the Interns and their internship placement in the District.

*Department of Educational
and School Psychology*

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Stockton, CA 95211

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ARTICLE 2
RESPONSIBILITIES OF THE DISTRICT

1. The District will provide the Interns with the opportunity to transfer methodology and theories into applied situations via their participation in the internship experience and is responsible for providing the Interns with diverse experience in preparation for their future careers as school psychologists, in accordance with the Interns' knowledge and level of training, in the form all the activities normally expected of a district-employed school psychologist. These experiences may include, but are not limited to, the experiences and activities set forth in Exhibit B attached hereto.
2. The District will provide the Interns with experiences that will allow them to complete 1200-1500 clock hours of work during their internship experience, depending on the degree sought by each Intern. The specific hourly requirement for each Intern is set forth next to that Intern's name on Exhibit A.
3. Each Site Supervisor will have the following responsibilities as part of his or her supervision of the Interns:
 - a. The Site Supervisor will cooperatively plan and schedule the Interns' activities and experiences during the internship experience. Attached as Exhibit C is the program's syllabi for required and suggested activities.
 - b. The Site Supervisor will schedule and provide a minimum of 2 hours of direct face-to-face supervision each week.
 - c. The Site Supervisor will review and sign each entry from the Interns' log and progress notes to verify content.
 - d. The Site Supervisor will complete and submit end-of-semester evaluation forms, which will be provided by the University.
 - e. The Site Supervisor will release the Intern, as needed, to attend fieldwork supervision and classes. (It is understood that the Intern will need to be released with sufficient time to travel between the fieldwork site and the University).
 - f. The Site Supervisor will hold a valid Pupil Personnel Services credential appropriate to the role and function of the duties being performed by the Intern.
 - g. The Site Supervisor will participate in University-sponsored supervisor meetings held 2-3 times per year.
 - h. The Site Supervisor will ensure that the Intern meets, at a minimum, the Hourly Requirement of the fieldwork in a preschool-grade 12 setting in which he or she is qualified to supervise.
4. Consistent with the availability of resources to employed staff, the Intern is provided adequate supplies and materials to carry out the functions of the internship experience. An appropriate work environment should include adequate privacy of office facilities and

- access to secretarial assistance, telecommunication services, office equipment, and copying machines.
5. Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to the Interns. The Interns are encouraged to participate in state, regional, and national level meetings for school psychologists. Release time is granted by the University and is expected to be granted by the District.

ARTICLE 3 RESPONSIBILITIES OF INTERNS

1. Prior to beginning the work with the District, each Intern will execute an Intern Responsibility Agreement a copy of which is attached hereto as Exhibit D (Intern Agreement).
2. The responsibilities of the Interns as set forth in the Intern Agreement include:
 - a. Each Intern is responsible for all transportation related to the internship experience, including transportation between multiple internship sites;
 - b. Each Intern will participate fully, positively, and professionally in all internship experience;
 - c. Each Intern will function within the policies of both the University and the District;
 - d. Each Intern will keep a weekly log and progress notes of internship experiences and meet all other course requirements as described in the syllabi for their course work; and
 - e. Each Intern will attend all required weekly internship supervision seminars at the University.

ARTICLE 4 SHARED RESPONSIBILITIES OF THE UNIVERSITY AND DISTRICT

1. Both the University and the District are committed to ensuring that the Interns receive a diverse fieldwork training experience.
2. Neither the University nor the District will discriminate on basis of race, color, creed, age, national origin, or sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
3. The District may terminate an unsatisfactory Intern for cause. The University may refuse academic credit for unsatisfactory performance. Any such actions by either party should be coordinated and the Intern must be granted due process under District and University policies and procedures.

The parties hereto have caused this MOU to be executed by their officials thereunto duly authorized. The faculty of the Educational and School Psychology Program is grateful for your assistance in preparing Interns for entry into the profession.

NAME OF DISTRICT:
MT DIABLO USD, 1936 Carlotta Drive, Concord, CA 94519
PHONE: (925) 682-8000

X _____
Signature Date

Print Out Full Name Title

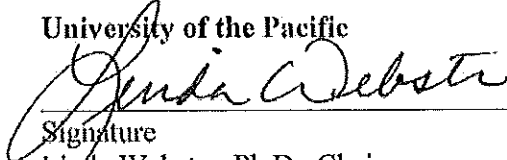
University of the Pacific

Signature Date
Linda Webster, Ph.D., Chair
Educational and School Psychology Program
8/1/16

EXHIBIT A

LIST OF INTERNS

Name of Intern	Site(s)	Site Supervisor	Hourly Requirement
Amy Burns	Pleasant Hill	Melissa Leinhard, Sch Psych	

EXHIBIT B

INTERN EXPERIENCES

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services utilizing a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards as well as the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious, and geographic diversity of the students, parents, and staff served by school psychologists. Develop an awareness of community resources and the roles of other professionals in helping children, parents, and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop competence in the use of interviewing, functional behavioral assessment, and curriculum-based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.
5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with Interns who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families, and schools deal with crises, such as school violence, suicide, and loss.
6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
7. **Communication Skills:** Develop the interpersonal skills and both oral and written communication skills necessary to communicate effectively with children, parents, and school personnel from varied cultural, ethnic, religious, and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.
8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

EXHIBIT C

PROGRAM SYLLABI

EDUC 398 School Psychology Internship
Provided Upon Request

EXHIBIT D

INTERN AGREEMENT

NAME OF DISTRICT:

MT DIABLO USD, 1936 Carlotta Drive, Concord, CA 94519

PHONE: (925) 682-8000

Intern(s)

Amy Burns
Signature

7/29/2014

Date

Amy Burns

Print Out Full Name

Signature

Date

Print Out Full Name

ADDITIONAL INSURED ENDORSEMENT

In consideration of the premium charged, we agree with the Educational Organization that, subject always to all other provisions of this Policy,

Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA 94519-1397

Is an additional Insured but only with respect to Occurrences arising out of operations and functions for or on behalf of an Included Entity.

All other Policy provisions remain the same.

Endorsement Number:	CGI.502I
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