

UNIVERSITY *of*
NORTHERN COLORADO



Student Handbook

Ph.D. in
School Psychology

Revised Fall 2011

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PROGRAM OVERVIEW

PH.D. SCHOOL PSYCHOLOGY

This Handbook provides information about policies and procedures for the management and completion of the Ph.D. program in school psychology housed in the School of Applied Psychology & Counselor Education at the University of Northern Colorado. Students are responsible for familiarizing themselves with all information in this handbook as well as in the UNC Catalog (see UNC website www.unco.edu) that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the completion of your school psychology degree.

Program Description and Philosophy

According to the American Psychological Association's (APA) Archival Description of School Psychology, school psychology is the science and practice of psychology with children, youth, and families, learners of all ages, and the schooling process. School psychologists are prepared to "provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families and other systems" (APA, 2005).

As such, the aim of the doctoral program is to develop professionals who are able to apply psychological and educational principles to improve the psychosocial environments of children (ages birth-21) and their families. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children; planning and implementing direct academic and social/emotional interventions with a focus on evidence-based and culturally sensitive practice; and providing individual and systems consultation within schools and the larger community. Foundational aspects of psychological practice, including human learning, development, relevant law, ethical principles and professional practice provide a basis upon which skills in assessment and intervention are built.

The program's training philosophy is based on the **scientist-practitioner**, or Boulder model. The program places equal emphasis on science and practice components, training students to be consumers and producers of psychological research, and to apply such research to the practice of psychology. The faculty believe strongly in the importance of science informing practice and vice versa. As such, we stress the importance of an evidence base for psychological practices, as well as measurement of outcomes in all aspects of practice.

The school psychology program guides students through a sequential and cumulative curriculum that pairs didactic content with experiential activities from the outset, with students gradually assuming more responsibility as their training progresses, culminating in a pre-doctoral internship and independent dissertation research. Throughout the program, the research-practice connection is stressed through a focus on evidence-based problem solving and the provision of exposure to and practice with a variety of empirical methods. Students who successfully complete the PhD are eligible for state licensure and certification. Doctoral graduates may also be qualified to assume positions as university professors, educational evaluators, and private consultants.

Because of the program's unique setting in the School of Applied Psychology & Counselor Education and the College of Education and Behavioral Sciences, students have the opportunity to work closely with Counseling Psychology, Counselor Education and Supervision, Psychology, Educational Psychology and Special Education faculty. The University of Northern Colorado is the primary training institution for educators in Colorado, and thus houses numerous educational support facilities as well as faculty with a variety of skills.

Licensure and Certification

The PhD School Psychology program at UNC prepares students for licensure as psychologists through the Colorado Department of Regulatory Agencies (DORA) and as a licensed school psychologist through the Colorado Department of Education. The school psychology program also prepares students for national certification (NCSP) through the National Association of School Psychologists.

Psychologist Licensure To obtain this license graduates must meet the requirements outlined by the Colorado Department of Regulatory Agencies (DORA) (<http://www.dora.state.co.us/>). Once the doctoral degree in school psychology has been earned, graduates can apply to DORA to become a licensed psychologist. This process typically requires additional hours of supervised practice and a passing score on the Examination for the Profession Practice of Psychology (EPPP). Additionally, the candidate must pass a state jurisprudence exam.

School Psychology Licensure Graduates may apply for school psychology licensure through the Colorado Department of Education. Graduates submit all of their material online (<http://www.cde.state.co.us/>). To obtain this licensure, graduates must have completed a school psychology program, obtained a passing score on the National School Psychology Exam and have passed a background check. The license must be renewed every five years, and requires ongoing professional development.

Certification Graduates of our PhD School Psychology program are eligible to become nationally certified school psychologists (NCSP). To obtain certification as a NCSP, graduates must have their credentials reviewed by the NCSP board (administered by NASP). NSCP certification requires ongoing professional development credits.

American Board of Professional Psychology (ABPP) After completing the doctoral degree and obtaining licensure as a psychologist, UNC graduates may apply for board certification in the area of school psychology. This certification requires a review of credentials, practice samples, and an oral examination.

Program Goals, Objectives and Competencies

Coursework and field experiences within the doctoral program in School Psychology are designed to assist students in developing the appropriate knowledge and skills to meet the program goals and objectives outlined below. Evaluation of students throughout the program ensures that upon graduation, students have attained the competencies corresponding to these objectives.

Goal 1: To produce graduates who have a broad and general understanding of the theoretical and conceptual foundations of psychology.

Objective 1.1: Students will have knowledge of the underlying biological, cognitive, affective, and social bases of behavior.

Objective: 1.2: Students will have knowledge of typical and atypical human development.

We expect that our students will be able to:

1. Demonstrate knowledge of the theories underlying these four broad bases of behavior (i.e., biological, cognitive, affective, and social).
2. Demonstrate knowledge of human development and developmentally appropriate practice.
3. Demonstrate skill in measuring these processes from infancy to adult and using this information to develop appropriate and evidence based goals for students related to these four domains.

Goal 2: To produce graduates who are able to implement systemic and consultative interventions in school psychology.

Objective 2.1: Students will use their knowledge of the systemic nature of schools and other settings to implement system-wide programming.

Objective 2.2: Students will understand and apply various models of consultation and collaboration with family, school, and community systems.

Objective 2.3: Students will be able to identify the need for and effectively provide prevention and intervention services at the systemic level, including crisis response.

We expect that our students will be able to:

1. Demonstrate knowledge of various systems (e.g., family, school, community) and the complexities of systems-level interactions both within and across these settings.
2. Demonstrate knowledge of various consultative and collaborative approaches.
3. Demonstrate skill in implementing and evaluating the effectiveness of consultative efforts as applied to families, schools, and systems.
4. Demonstrate ability in implementing effective systemic prevention or intervention programming, including crisis response.

Goal 3: To produce graduates who are skilled in the comprehensive assessment of individuals, programs, and systems for the purpose of understanding challenges, developing interventions, and measuring progress.

Objective 3.1: Students will demonstrate knowledge and skill in using varied models and methods of formal and informal assessment to measure cognitive and academic processes, as well as personality and behavior.

Objective 3.2: Students will demonstrate knowledge of, and skill in program evaluation.

We expect that our students will be able to:

1. Demonstrate knowledge and skill in administering, scoring, interpreting, and reporting in both written and oral format, various cognitive, personality, academic, and behavioral measures (both standardized and curriculum based).
2. Demonstrate knowledge and skill in measuring intervention and/or program outcomes.

Goal 4: To prepare graduates who can skillfully provide psychological services.

Objective 4.1: Students will be able to identify the need for, and effectively provide evidence-based individual and small group interventions to children and youth in schools and other settings.

We expect that our students will be able to:

1. Demonstrate knowledge and skill in: identifying individuals or groups who may benefit from intervention services.
2. Demonstrate skill in selecting and implementing appropriate intervention strategies.

Goal 5: To produce graduates who are prepared to engage in culturally competent legal, ethical, and professional practice.

Objective 5.1: Students will demonstrate knowledge of, and application of legal and ethical standards in school psychology research and practice.

Objective 5.2: Students will have knowledge of and demonstrated competency in working with diverse populations.

Objective 5.3: Students will demonstrate a commitment to ongoing professional development for providing services based on current information and technology.

We expect that our students will be able to:

1. Demonstrate understanding and adherence to legal and ethical standards as applied to psychological research and practice.
2. Demonstrate ability to recognize and understand the factors that contribute to individual differences, including ability, culture, SES, sexual orientation, and language.
3. Demonstrate skill in culturally responsive practice (e.g., consultation, assessment, intervention) that reflects adherence to legal and ethical standards.
4. Demonstrate commitment to ongoing professional preparation and leadership through association memberships, participation in additional professional development activities, and pursuit of psychological licensure.

Goal 6: To produce graduates who are competent in understanding, using, and conducting research.

Objective 6.1: Students will demonstrate knowledge of, ability to evaluate, and effectively use research to address problems of practice in school psychology.

Objective 6.2: Students will be knowledgeable of, and able to utilize skills in research design, methodology, and statistical analysis for the purpose of engaging in scientific inquiry.

We expect that our students will be able to:

1. Demonstrate skill in evaluating the quality of, and the ability to effectively use, current research in the field of school psychology.
2. Demonstrate knowledge of research design, methodology, and statistical analysis for the purpose of conducting and presenting original research through written manuscripts, oral/poster presentations, and the successful completion of a dissertation.

School Psychology Faculty

Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor of School Psychology. She received her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995, and she has been on the school psychology faculty at UNC since 1996. Her research interests are in the areas of early childhood service delivery, parent and teacher consultation, and functional behavior assessment. She works from a developmental ecobehavioral model. Dr. Athanasiou currently serves as a faculty liaison on a federal grant training students in services for traumatic brain injury. In addition, she is working with Dr. Koehler-Hak on the development of an early grades writing curriculum-based measurement instrument. Dr. Athanasiou serves on the editorial board of the *Journal of Educational and Psychological Consultation*. She recently completed a grant with colleagues at the University of Denver. This grant, Project InSPECT, provided an early childhood specialization to Ed.S.-level school psychology students. Dr. Athanasiou is a Nationally Certified School Psychologist and a licensed psychologist in Colorado.

Dr. Achilles Bardos

Achilles N. Bardos, Ph.D., is a Professor of School Psychology and coordinator of the Educational Specialist program (Ed.S). A graduate of the Ohio State University, he has been a faculty member in the Department of School Psychology at the University of Northern Colorado since 1990. His teaching and research interests include psychological and educational assessment, measurement, computer applications in psychology, and outcomes and progress monitoring of educational and behavior interventions as well as program evaluation. He has published many articles, book chapters and presented over 150 papers and workshops at national and international conferences. He is the author of the Basic Achievement Skills Inventory (BASI: Bardos, 2005) a multilevel achievement test and the BASI-Verbal & Math Skills Screener (BASI: VMS; Bardos, 2003). He co-authored the General Ability Measure for Adults (GAMA: Naglieri, Bardos, 1997) a non-verbal intelligence test; and the Draw A Person: Screening Procedure for Emotional Disturbance (DAP:SPED: Naglieri, McNeish, and Bardos, 1991). Recently, he co-authored the Behavior Intervention Monitoring Assessment System (BIMAS; Mcdougal, Bardos, Meier, 2011) and has consulted in the development of other intelligence and personality tests. Dr. Bardos is one of the Associate Editors of the *Journal of Attention Disorders* and served in the editorial boards of other school psychology related journals .

Dr. John Mark Froiland

John Mark Froiland, Ph.D., is an Assistant Professor in the Department of School Psychology at the University of Northern Colorado. Dr. Froiland earned his Ph.D. at Michigan State University, where he developed expertise in promoting intrinsic motivation and positive behavior. Dr. Froiland practiced as a School Psychologist for 5 years, specializing in preventive problem-solving consultation and strategic interventions for improving learning and behavior. Prior to joining the faculty at the University of Northern Colorado, Dr. Froiland was a USDE Institute of Education Sciences Postdoctoral Fellow for two years in the Department of Child Development and Family Studies, College of Health and Human Sciences at Purdue University. His published research emphases include ecological systems that help children thrive, parenting, and positive psychology. Dr. Froiland has created *Problem-Solving for Success* with Cross-Cross Country Education, Inc with whom he provided multiple full day seminars for psychologists, family therapists and social workers. Dr. Froiland is an Advisor for

SmartNow.com, where he collaborates with the CEO, Chief Technology Officer (CTO), prominent physicians, nutritionists, and fitness experts to promote motivation and wellness. Dr. Froiland is also on the Editorial Board of *Contemporary School Psychology* and is on the board of the Colorado Society of School Psychologists.

Dr. Kathrine M. Koehler-Hak

Dr. Koehler-Hak is an Assistant Professor of School Psychology. She received a Ph.D. in school psychology with an emphasis in early intervention from University of Oregon 1996 and an MA in psychology with an emphasis in counseling from Pepperdine University in 1991. She works within a problem-solving model of school psychology which incorporates applied behavior analysis, instructional design, formative evaluation, and effective teaching practices. Prior to teaching at UNC, Dr. Koehler-Hak worked for 13 years as a school psychologist in the public schools. Her roles included school psychologist, behavior interventionist and counselor. She provided leadership for the incorporation of a Response to Intervention model (RTI) including staff development, training, and collection and use of local norms. Dr. Koehler-Hak has provided teacher training nation-wide in the areas of early childhood assessment and intervention, effective teaching practices, Dynamic Indicators of Early Literacy Skills (DIBELS), and Curriculum Based Measurement (CBM). Areas of research interest include curriculum and instructional design, effective teaching practices, early intervention, and RTI. She is a Nationally Certified School Psychologist and a licensed school psychologist in Colorado and Washington.

Dr. Robyn S. Hess

Dr. Hess is Professor of School Psychology and the Chair of the School Psychology programs at the University of Northern Colorado. After receiving her Ph.D. in School Psychology from the University of Northern Colorado, she taught at the University of Nebraska at Kearney and the University of Colorado at Denver. Her research interests are in the areas of school dropout/completion especially among Latino students, culturally responsive assessment and intervention, systemic interventions, and stress/coping in children. Recent publications have appeared in *Best Practices in School Psychology-V* and *Journal of Special Education*. She will have two co-authored texts coming out in Fall 2012, *Counseling Children and Adolescents in Schools* and *Comprehensive Children's Mental Health Services in Schools and Communities*. Dr. Hess is actively involved in different school psychology professional organizations in her role as Co-Chair of the School Psychology Leadership Roundtable, Treasurer of the School Psychology Specialty Council, and Secretary of the American Academy of School Psychology. Dr. Hess is certified in the area of school psychology by the American Board of Professional Psychology (ABPP), is a licensed psychologist, and a licensed school psychologist in Colorado.

General Program Information

Academic Information

Length of Program: The Ph.D. program in school psychology is designed to be completed in 5 calendar years (including summer semesters). Individual program lengths will vary, but students should plan on dedicating 5 years to the school psychology program.

Residency: Each student must complete at least two terms of full-time study in residence after having been admitted to the doctoral degree program. A term in residence is defined as an academic term during which a student completes nine or more credit hours of on-campus course work applicable to the doctoral degree. Non-scheduled courses (e.g., internships, externships, directed studies and doctoral research) will not be counted in the nine or more credit hours unless a student also completes at least six other credit hours of on-campus course work applicable to the doctoral degree.

First day of classes and enrollment: If an enrolled student does not attend the first class meeting, he or she will be dropped from the course, and an alternate will be given the place in the class.

Advising: Each newly admitted student is assigned a contact advisor from the School Psychology faculty. It is your responsibility to set up times to meet with your advisor concerning issues such as preparing a plan of study. You may wish to change your advisor as you advance in your program. The “change of advisor” form is available in the vertical file in the Clinic waiting room.

You are expected to meet with your advisor a minimum of one time per year to discuss academic progress, address individual strengths and weaknesses, and plan for the next year. (See the Advising Worksheet in this Handbook.)

Plan of Study: A plan of study form is available at

<http://www.unco.edu/grad/forms/GS2003.pdf>

The forms can also be found in the student resource room. You are responsible for going over the form with your advisor to determine the courses you are required to take, whether any courses can be waived, or if any courses you have previously taken at another institution of higher learning can be transferred to your program. The Plan of Study needs to be submitted by the end of the second semester in the program. You and your advisor are to keep copies of the completed form, which is forwarded to the Graduate School. All coursework on the Plan of Study must be completed before you will be eligible for graduation. Any changes to the Plan of Study must be approved by your advisor and the Graduate School.

Registration: Registration information is available at

<http://www.unco.edu/regrec/registration/>

You may register in person, by telephone, or on the web. Some classes have restrictions including course prerequisites and consent of instructor.

Directed Studies: A Directed Study is a course in which a student may receive university credit for undertaking an individualized investigation under the direct supervision of a UNC faculty member. Since Directed Study (APCE622) is at the graduate level, the faculty member providing the supervision must be

approved to teach graduate level courses. No faculty member will be authorized to supervise a directed study during a semester in which he or she is not actually employed on campus at UNC. A Directed Study investigation must be on a specific topic that is not duplicated by an existing course within the University's curriculum. The nature of the study must involve intensive use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. See the UNC Catalog for more information.

Transfer of Credit: A maximum of 6 semester hours (9 quarter hours) may be transferred into a UNC graduate program from another accredited university which offers graduate degrees. Transfer credit will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student's UNC program. Transfer credit must be compatible with the student's program and must be "A" or "B" work. **Warning:** Transfer of credit may shorten the program length, as the time limit is begun when the transfer course was originally taken.

Course Waivers: In some instances, students who bring extensive coursework (e.g., Ed.S. in School Psychology) are eligible for course waivers. These classes are not considered part of your program, instead the student typically has fewer required courses to take, depending on the number of courses waived. Complete information on this policy is available on in the Course Waiver Policy section of this Handbook.

Sign-Up Sheets: Some courses in the program have very limited enrollment. Students will be placed in these classes using the following procedure. First, some classes will have sign-up sheets placed in the hall across from the student resource room at the midterm of fall and spring semesters. Students wishing to register for these classes sign up on the sheets. Priority is given to students 1) for whom the course is required; and 2) who are nearer to the completion of their program. Once the class lists are posted (indicating who is in the class), students have two weeks to decide whether to take the class. If the student drops and there are no alternate students signed up for the course (meaning the class is now under-enrolled), the student who dropped loses priority for the following semester.

Additional policies for sign-up and assigned courses are posted near the lists. Students are expected to know and abide by those policies.

Off-Campus Registration: You may register for two courses or 6 semester hours of coursework (excluding assessment courses and practica, which must be taken on campus) through one of our external degree programs. All courses required for the Ed.S. program are offered in Denver on a weekend format. You will receive separate fee statements for on- and off-campus class registration. You must receive permission from your advisor and the off-campus coordinator before registering for any off-campus class. The form is available in the Student Resource Room.

New Student Mentors: Newly enrolled doctoral students are assigned a more advanced doctoral student to serve as their "mentor." The mentoring program is coordinated by the School Psychology Student Organization. Mentors can provide valuable assistance regarding answering general questions about the program, housing, social opportunities, etc. Mentors are NOT, however, meant to provide program advising to new students. New students are required to consult with their program advisor regarding program requirements and they are required to complete current program requirements as outlined in this handbook.

Student Rights and Responsibilities Information

Student Rights and Responsibilities: UNC students have certain rights and responsibilities that ensure a productive and effective learning community. Students are expected to know both their rights, responsibilities and the rules of conduct at UNC. This information can be obtained at:

<http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>

Grievance Procedures: Grievance procedures are specifically given in the UNC Students' Rights and Responsibilities publication that is available through the Dean of Students Office and

<http://www.unco.edu/dos/handbook/>

Ethical Behavior: Students are expected to demonstrate the highest level of ethical behavior, as set forth by the American Psychological Association and the National Association of School Psychologists. Unethical behavior will not be tolerated, and students demonstrating unethical behavior will be referred to the Review & Retention committee. Review and Retention is discussed in more detail later in this Handbook.

Keeping Records for your Protection: For your protection, you should keep a copy of all forms concerning your degree program. Such forms include the plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, application for written comprehensive examination, application for graduation, etc.

School Psychology listservs: All School Psychology students are strongly encouraged to join the School Psychology listserv. Give your email address to one of the office staff and they will see that your name is added. The listservs are the most efficient way to distribute information such as class schedules, deadlines, registration information, upcoming events, professional development opportunities, etc.

Letters of Recommendation: During your program, it is likely that you will need letters of recommendation from faculty for such things as scholarships, fellowships, internships, or employment. Faculty members receive numerous requests for such letters and need a minimum of a two-week advance notice, and are under no obligation to write a letter in less than that amount of time. The proper method for requesting a letter of recommendation includes notifying faculty in person or writing (at least two weeks in advance of when you need the letter), providing the faculty member with your vita and sufficient information about the position/scholarship, and information regarding the disposition of the letter once it is complete. Please note that faculty will not recommend a student for a position for which he or she is not qualified.

Professional Membership: In order to encourage a commitment to lifelong professional development, Ph.D. students are required to be members of NASP and APA and are strongly encouraged to join Division 16, the Colorado Society of School Psychologists, and the student organization of APA (SASP).

Other Information

Student Support Services: A range of services are available to students to facilitate progress through the program. Students are encouraged to visit www.unco.edu/current/ for links to services including Disability Support Services, GLTBA, legal assistance for students, the Writing Center, the Women's Resource Center, etc.

Graduate Student Association: The Graduate Student Association (GSA) is open to all students in the Department of School Psychology. Officers are elected annually from the total student membership. The GSA plans professional and social activities, provides funding for conference attendance, gets involved with "special" activities, and elects voting representatives to standing committees. The faculty encourages and supports active participation in this organization.

School Psychology Student Organization: The School Psychology Student Organization (SPSO) is open to all students in the school psychology programs. Officers are elected annually from the program student membership. The SPSO plans school psychology specific professional and social activities, including a Seminar Series. The faculty encourages and supports active participation in this organization. See page 15 for a detailed description of officer duties. Also see the SPSO website for important dates, info, and resources:

<https://sites.google.com/site/uncospso/>

Graduate Student Resource Room: A Graduate Student Resource Room is available for study, small gatherings, or relaxation. It is located across from the Main Office. Frequently, announcements are posted for graduate students along with notices of various professional and Graduate Student Association functions. Students are responsible for keeping this area clean and attractive.

Clinic Waiting Room, McKee 247: This waiting room area is for client use only. Please do not use it as a gathering area or for small group meetings. It is very important that a professional atmosphere is maintained in this area at all times. These restrictions also apply to the Main Office.

Psychological Services Clinic: The Psychological Services Clinic is a unit within the School of Applied Psychology & Counselor Education that provides psychological services to members of the community at large. The Clinic provides graduate students with counseling experience and supervision from licensed professional counselors and licensed psychologists.

Diagnostic Materials Library: A formal Diagnostic Materials Library (DML) is housed within the School of Applied Psychology & Counselor Education. The library contains tests, protocols, textbooks, and other materials that are needed for selected psychology courses. Currently the library has approximately 230 copies of psychological tests. There are multiple copies of academic, cognitive, and personality instruments. Other vocational and neuropsychological measures are also available. Students are able to purchase protocols from the DML, as well as check out pertinent tests. A work study student is hired to staff the library on a regular basis for checking materials in and out. Priority for purchasing and checking out materials is given to those students in the assessment/intervention and/or practicum course sequences.

School Psychology Student Leadership Positions

* No one student in the program should hold more than one of these positions simultaneously due to the time commitment for each position. Students going into their second year of coursework or beyond may be considered for one of the following positions. Positions are held throughout an academic year (May – May).

President: The President is responsible for being the primary leader, and should be someone that is able to work well with the other officers in the SPSO to accomplish agreed upon objectives of the group. The President is responsible for leading group meetings, helping organize activities and events, communicating with all officers regarding various objectives meetings. The President will also need to communicate with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and receive funding from the University. The president is ultimately responsible for all aspects of the SPSO, including financial and otherwise.

Vice-President: The Vice-President is primarily responsible for assisting the president in leading and organizing meetings and events for the SPSO. The vice-president shall assume the duties of the president in his/her absence. The SPSO Vice-President may also assign work groups for various school psychology and community service projects.

SASP Representative: The SASP representative communicates information to the SPSO and all students regarding APA news and events. The SASP representative will work with other SASP representatives from other Universities to help share SASP materials and information with students, encourage student involvement at APA conferences, attend SASP meetings, and plan activities for School Psychology Awareness Week (November). They may also write a column in From Science to Practice, SASP's newsletter, or submit proposals to SASP's Research Forum at APA. They will encourage other students to submit to these as well.

NASP Student Leader / SPSO Liaison: The NASP Student Leader (SL) communicates information to the SPSO and all students regarding NASP news and events. The NASP SL will work with NASP SLs from other Universities to help share NASP materials and information with students, encourage student involvement at NASP conventions, attend the annual student leader meeting at NASP, and plan activities for School Psychology Awareness week (November). They may also write a column in Student Connections, which is published in the NASP Communiqué, and/or encourage other students to write a column.

CSSP Representative/s: The CSSP student communicates information from CSSP to students throughout the program. The CSSP student will attend the annual board meeting as well as facilitate the fundraising, planning, and volunteer opportunities for the annual CSSP conference. The CSSP student also assists in planning student activities held at the annual conference.

Ph.D. Student Representative: Responsibilities include attending all faculty meetings, communicating students' needs or ideas with faculty, voting on various issues related to the program, and communicating information from faculty meetings with students as needed. The Student Representatives also are responsible for initiating and maintaining a mentorship program for all incoming students to the program. The representatives will also set up activities at the beginning of the year to help new students get to know current students in the program (e.g.,

camping trip, dinner, pot-luck, etc.). Finally, the Ph.D. Student Representative helps faculty plan and facilitate Ph.D. interviews, which usually take place in early March.

Ed.S. Representative: Responsibilities include attending all faculty meetings, communicating students' needs or ideas with faculty, voting on various issues related to the program, and communicating information from faculty meetings with students as needed. The Student Representatives also are responsible for initiating and maintaining a mentorship program for all incoming students to the program. The representatives will also set up activities at the beginning of the year to help new students get to know current students in the program (e.g., camping trip, dinner, pot-luck, etc.).

Treasurer: Responsibilities include responsibility for financial accounts and all associated paperwork. The treasurer will be responsible for completing funding request paperwork, attending the Student Organization Team meetings during which funding requests are heard, and completing all necessary follow-up paperwork. The treasurer will keep accurate records of all financial accounts, and activities.

Lowry Representative: Serves as a liaison to facilitate communication between the on and off-campus School Psychology programs. The Lowry Representative is responsible for sharing information from the SPSO with students in the extended studies program and vice versa. The Lowry representative will encourage participation in the SPSO and professional organizations such as APA, NASP, and CSSP among students in the extended studies program.

Programs in School Psychology Policies

NOTE: The policies in this handbook are binding. Exceptions to these policies must be granted in writing by the school psychology faculty. All students are to sign and return a form indicating they have received a copy of this handbook and agree to abide by the policies herein.

School Psychology Employment: Students engaging in and receiving remuneration for school psychological services before being certified/licensed, and/or cleared for internship, will be considered by faculty as engaging in unethical behavior. Any student wishing to pursue employment in any mental health capacity must petition the faculty before accepting employment. Under no circumstances will students that have not completed APCE 779 School Psychology Practicum be allowed to accept employment as a School Psychologist.

When students enter the program they must notify the faculty of their current employment. Notification should go to the program coordinator.

September 2001

Internship Acceptance Policy: Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances, students can petition the faculty for permission to change internship sites. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997
Updated Spring 2009

Academic Standards Policy: Students enrolled in the School Psychology Ph.D. program must earn grades of B- or better (minimum of 80% of possible points) in all courses on their Plan of Study to demonstrate their competency. In courses that are graded S/U, student must receive a grade of Satisfactory.

If students do not receive satisfactory grades in their courses, they must repeat the course before they are cleared for written comprehensive exams or approved for School Psychology Practicum. Students must earn a B- or better (or Satisfactory in non-graded courses) in all post-comprehensive exam courses (including APCE 779 School Psychology Practicum) to be cleared for APCE 789 Internship in School Psychology.

1997
Updated Summer 2010

Dissertation Proposal Before Internship Policy: The Proposal Defense must be scheduled before any student can apply for internship. The Proposal Defense can not be scheduled until at least one draft of the entire proposal (Chapters 1-3) has been submitted to the student's advisor, and the advisor has approved the scheduling of the Proposal Defense. No internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School.

May 2003
Rev. September 2005

Meeting Etiquette for Candidate Meetings: Students should not bring food or drinks for committee members to oral comprehensive examinations or proposal/dissertation defenses.

April 2004

School Psychology Doctoral Dissertation Manuscript Summary Policy: The Department of School Psychology is dedicated to the development of doctoral-level graduates who make both applied and scientific contributions to their professional areas of study. Therefore all doctoral dissertations completed in School Psychology will include a summary of the study's findings. This summary will be written in manuscript format and should be suitable for submission to a professional journal. This manuscript summary will be a separate Appendix to the formal doctoral dissertation. The format for the manuscript summary will follow the current publication guidelines from the American Psychological Association, or guidelines recommended by the student's professional organization or guidelines recommended by a professional journal to which the student would like to submit the manuscript.

- Dissertation Committees may make recommendations on ways to improve the manuscript. Any substantive changes made to the traditional sections of the doctoral dissertation (e.g., chapters 1-5) following the dissertation defense, should be reflected in the manuscript as well.
- Students are not required to submit their manuscripts for publication as a condition of completing their doctoral studies.
- If a manuscript is submitted for publication, current ACA and APA ethical guidelines should be followed for the reporting and publishing of scientific information. This includes, but is not limited to, publication credit.

May 2006

Policy on Plagiarism: Plagiarism and all forms of cheating are not tolerated by the School of Applied Psychology and Counselor Education*. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an "F" in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School's Review and Retention Committee and other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

April 2008

**Please note that there are other policies that appear throughout this handbook (e.g., Diagnostic Materials Library Policy, Student Review and Retention Policy, Course Waiver Policy). Some of these policies refer to the School of Applied Psychology and Counselor Education of which the Department of School Psychology used to be a member. These policies continue to apply to the Department of School Psychology*

Diagnostic Materials Library Policy

- 1) The checkout period is 48 hours. If any materials are overdue you will not be permitted to check out additional items until the late item is returned.
- 2) **You are responsible for checking the contents of the test kits when you check them out and back in.** If a test kit is incomplete, it needs to be brought to the attention of the DML librarian within 24 hours of checkout.
- 3) If materials are missing from the test kit when they are returned, the student to whom the test kit is checked out will be held responsible for replacing what is missing. (Understand that in many cases if something is missing out of a test kit the only way to complete the kit is to buy an entire new test kit.) If materials are needed and not replaced, the student to whom the test kit is checked out will have his/her registration for the following semester held until the matter is resolved.
- 4) If materials are shared among or between students after being checked out, transfer must take place in the DML. This is the only way a student to whom a test kit is checked out will be absolved from responsibility for missing tests or test components. Under no circumstances should materials that have not been checked out be taken from the DML.
- 5) Note that scoring templates have a 2-hour check out period, and are not to leave McKee Hall for any reason.
- 6) Items may be checked out during posted DML hours only.
- 7) Students on internship are not allowed to check out assessment kits from the DML.

COURSEWORK & PROGRAM REQUIREMENTS

Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all doctoral students. Your Plan of Study should be submitted to the Graduate School early in your program and no later than the end of your second semester of enrollment.
2. After your approved Plan of Study has been submitted to the Graduate School, any changes must be requested in writing from your program advisor to the Graduate School. A memorandum from your advisor approving the modifications (deletions or substitutions only) rather than a new Plan of Study form is recommended. If you choose to submit a new Plan of Study, the changes must be clearly identified.
3. If your Plan of Study is not submitted on the approved Plan of Study form, the format used must contain all of the elements of this form including **student number, mailing address, transfer credits, 12- hour research core, research tools or collateral field (if applicable) and total credits.** Minimum credit requirement for a doctoral degree is 64 semester hours (if student has a master's degree) and 94 semester hours (if student does not have a master's degree).
4. Please do not duplicate course work listed in one section of the form by listing it in another. If you do list a course twice, note that it has been previously listed.
5. Completion of degree requirements will be checked at the time of graduation against the original approved Plan of Study (or as amended). All course work on the approved Plan of Study constitutes your degree requirements.
6. The Graduate School requires the signature of the student, the program advisor, and one additional School Psychology faculty member on the Plan of Study form.
7. Please provide a copy of your Plan of Study to your program advisor and keep one for your records.
8. If additional space is required for any section, please attach an additional sheet.
9. It is not necessary to include the semester in which you plan to take the course as part of your plan.
10. Research tools must include description of competency, plan to attain competency including relevant course work and means the department will use to evaluate and verify competency.
11. The Plan of Study form can be found at
<http://www.unco.edu/grad/forms/GS2003.pdf>

Course Waiver Policy

1. Students must submit in writing to their advisor the request for waiving a class, whether it is a foundation or clinical course. Course waivers are considered when students have taken a graduate level course in the previous 5 years that is similar in content and requirements to a course required for the Ph.D. program in school psychology at UNC. It is incumbent upon the student to demonstrate that the course they are requesting to be waived meets this requirement. As such, students are expected to make available graduate transcripts as well as previous course syllabi, if such materials are requested.
2. If a student asks to waive a clinical assessment course (i.e., APCE 644, 646, or 648), the waiver policy developed December 1, 1986 (see below) will apply.

Students who have completed assessment coursework with a grade of B or A in the last five years and/or have been employed for one or more years as a certified school psychologist or a counselor supervised by a licensed psychologist are eligible for waiver of APCE 644, 646, and/or 648. A waiver may be granted if one of the following conditions is met.

- A. Student submits a de-identified report and protocols to the faculty member presently teaching the assessment course to be waived. The course will be waived if the faculty member and second faculty member, chosen by the current instructor, independently evaluate the protocol to be competently scored, and the background, content (dependent on course), and recommendation sections of the report are satisfactorily written. Condition A is for students with recent coursework and experience.
 - B. Student administers either intellectual or personality (dependent on course) tests, while being observed by the faculty member presently teaching the course, and subsequently writes a report. The student must consult with the same faculty member concerning tests to be given before administration. The course is waived if the student is judged competent and he/she and a second faculty member evaluate the protocol and report as satisfactorily written. Condition B is recommended for students with recent course work and less than one year of experience.
 - C. Student satisfactorily serves as a teaching assistant for the faculty member instructing the course to be waived. The course is waived at the end of the semester. Condition C is recommended for students that lack knowledge of new assessment instruments in their field of study and the course for which he/she is serving as a teaching assistant.
3. For foundation classes, the advisor will review with the student previous course work to establish equivalency. If a question remains as to the equivalency after reviewing student transcripts, the student will be required to submit catalog descriptions and/or course outlines. The student may be asked to demonstrate competencies, i.e., provide work samples and/or complete an examination satisfactorily.
 4. If the course is not taught by the school psychology faculty, the advisor may choose to consult with the instructor of the course prior to making a decision.
 5. Internships, which provide an opportunity for students to integrate and apply previously learned material will not be waived. Credit for previous internships will not be transferred. Requests for internships in non-traditional settings will require the approval of the faculty internship supervisor

and student advisor. Decisions regarding the waiver of practica will be determined by the appropriate faculty or unit responsible for offering the practica.

6. The final recommendation to waive or not waive a particular course is to be placed in writing in the student's file.

Timelines

There are many ways to successfully complete your doctoral program, the proposed timelines below outline the most typical sequence and assume full-time attendance with a Fall start date. Overall, most students are advised to complete their coursework/comprehensives in their first three years of study. It is recommended that students complete their dissertations (or the majority of the work) during their fourth year, and pursue an APA-accredited internship in their fifth year. Most students will complete the program in 4-5 years. Note that in order to complete the program within this time frame, students will need to enroll for courses during summer. Also note that students coming in with master's or Ed.S. degrees may follow a different timeline.

ACTIVITY	DUE DATE
Plan of Study	Second semester in the program
Annual Reviews	Spring semester of each year in program (this includes internship and post-internship years)
Permission to take Written Comprehensives and Formation of Committee	Typically taken once most coursework is completed (third year)
National School Psychology Exam	End of Second Year/Beginning of Third Year (Your passing score of 165 must be turned in to the Comprehensives Coordinator prior to scheduling your oral examination)
Written Comprehensives	3 rd Thursday of Semester (usually in Fall/Spring of Third Year) (A passing score is required prior to scheduling your oral examination)
Oral Examination	As Scheduled (after the 9 th week of the semester during which comps were passed)
Dissertation Proposal	Scheduled with your advisor and committee, typically in the 4 th year
Applying for Internship	Fall/Spring, Fourth Year (pending scheduling/defense of dissertation proposal). (If you are seeking an APA internship, this process occurs in the Fall, if a school internship, the process typically takes place in the Spring).

Doctoral Program Requirements and Timelines Example

Brenda began the program in the fall semester having previously completed a bachelor's degree in psychology. She had no Ph.D. coursework waived. Here is her plan:

Date	Requirement/Action	Notes
Spring Year 1	<ul style="list-style-type: none"> • Submit Plan of Study (POS) • Submit Annual Review • Research Benchmark: complete literature review 	<ul style="list-style-type: none"> • Please meet with advisor to develop POS; when complete, submit to Graduate School • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields • Literature Review as per APCE 663 syllabus
Spring Year 2	<ul style="list-style-type: none"> • Submit Annual Review & Diverse Field Experience Form • Research Benchmark: completed IRB and presentation at conference 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields • Research requirements as per APCE 663 syllabus
Spring Year 2/ Fall Year 3	<ul style="list-style-type: none"> • Submit Permission to Take Written Comprehensive Exams • Submit doctoral committee appointment form • Take National School Psychology Examination 	<ul style="list-style-type: none"> • Meet with advisor to discuss the area of concentration you'd like to declare on the permission form • Discuss composition of your doctoral committee with your advisor • Student is responsible for obtaining all signatures on the committee appointment form and submitting it to the Graduate School • Please submit a photocopy of scores (including area scores) to Diane Greenshields
Spring Year 3	<ul style="list-style-type: none"> • Submit Annual Review & Diverse Field Experience Form • Research Benchmark: Submit manuscript for publication 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields • Collaborate with research advisor on manuscript
Fall/ Spring Year 3	<ul style="list-style-type: none"> • Taken written comprehensive exam 	<ul style="list-style-type: none"> • Note that committee appointment needs to be on file with the Graduate School before written comps results can be recorded • A passing score on both the NCSP exam and written comprehensives is required before written comprehensive results are submitted to the Graduate School
Spring Year 3/Fall Year 4	<ul style="list-style-type: none"> • Take oral comprehensive exam 	<ul style="list-style-type: none"> • Permission to take oral comprehensive exam form due to the Graduate School two weeks prior to the exam
Fall Year 4	<ul style="list-style-type: none"> • Propose dissertation 	<ul style="list-style-type: none"> • Proposal defense must be scheduled prior to applying for internship • A complete draft of the proposal must be reviewed by the advisor before the proposal

		defense can be scheduled <ul style="list-style-type: none"> • A completed proposal must be filed in the Graduate School before accumulating internship hours • Once the proposal is accepted and on file with the Graduate School, the student advances to Doctoral Candidacy status
Spring Year 4	<ul style="list-style-type: none"> • Submit Annual Review & Diverse Field Experience Form 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields
Fall/ Spring Year 4	<ul style="list-style-type: none"> • Apply for internship 	<ul style="list-style-type: none"> • Internship Clearance Form must be signed by your advisor and turned in to the internship coordinator before applying for internship
Spring Year 5	<ul style="list-style-type: none"> • Submit Annual Review & Diverse Field Experience Form 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields
Spring/ Summer Year 5	<ul style="list-style-type: none"> • Complete internship • Defend Dissertation 	<ul style="list-style-type: none"> • All internship evaluation forms must be turned in to the internship instructor before a grade of Satisfactory will be submitted • Permission to schedule dissertation defense form due to the Graduate School two weeks prior to the defense

Please note that this plan will be different for students with prior graduate coursework (those students should adjust the timeline accordingly in consultation with their advisor). Also note that the comprehensive exams do NOT need to be completed before the dissertation is proposed. Therefore, students may vary the order of these requirements.

Sample Course Sequence Ph.D. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal, Ethical, & Prof Foundations of School Psych (4) APCE 638: Applied Behavior Analysis (3) APCE 670: Psychological Testing & Measurement (3) APCE 682: Biological Bases of Behavior (3) APCE 663 (1) Total: 14 cr.	APCE 640: School Based Psychological Consultation (3) APCE 644: Assessment I: Cognitive and Academic Functioning (5) APCE 747: Psychological Aspects of Academic Prog & Interv (4) APCE 663 (1 cr.) Total: 13 cr.	APCE 758: Advanced Psychopathology (3) APCE737: Single-Case Research Methods (2) APCE 530: Lifespan Developmental Psychology (3) Total: 8 cr.
Year 2		
Fall	Spring	Summer
APCE 646: Assessment II: Socio-emotional and Behavioral Functioning (5) APCE 707 Seminar in Personality and Counseling Theories (3) PSY 590: Seminar in History & Systems (3) APCE 663: Research Apprenticeship (1) Total: 12 cr.	APCE 648: Assessment III: Early Childhood (3) APCE 618: Prac. in Child, Adol, and Family Interventions (5) SRM 602: Statistical Methods I (3) General/Foundational Course (3) APCE 663: Research Apprenticeship (1) Total: 15 cr.	SRM 603: Statistical Methods II (3) APCE 655: Social & Community Psychology (3) OR PSY 664: Advanced Social Psychology (3) Prerequisite Course for Future Practicums ** Total 6 cr.
Year 3		
Fall	Spring	Summer
APCE 775: Supervision in School Psychology (3) SRM 610: Statistical Methods III (3) APCE 623: Counseling Diverse Pop (3) APCE 667: Crisis Intervention in the Schools (2) APCE Prac Elective (3) Total: 14 cr.	APCE 779: Practicum in School Psychology (3) APCE 757: Interventions for Low Incidence Disabilities (3) APCE 781: Measurement and Eval of Psychological Services (3) APCE 776: Externship in School Psychology (1) Total: 10 cr.	SRM 680: Intro to Qual Research (3) or other stat elected as approved APCE 776: Externship in School Psychology (1) Total: 4 cr
Year 4		

Fall	Spring	Summer
APCE 700: Advanced Research Methods (3) APCE Practicum Elective (3) APCE 797: Doctoral Proposal Research (4) Total: 10 cr.	APCE 799 Doctoral Dissertation (must register for a total of 12 cr., but these can be divided across semesters) Total: 6 cr.	
Year 5		
Fall	Spring	Summer
APCE 789: School Psychology Internship (3) APCE 799: Doctoral Dissertation (2) Total: 5 cr.	APCE 789: School Psychology Internship (3) APCE 799: Doctoral Dissertation (3) Total: 6 cr.	***APCE 789: School Psychology Internship (2) APCE 799: Doctoral Dissertation (1) Total: 5 cr.

*APCE 682: Bio Bases of Behavior and PSY 590: History and Systems must be taken early in your program, as should all other foundational coursework.

**Some practica have prerequisite courses other than those listed here

***Please see UNC policy on credits during the semester you plan to graduate.

Please note: the above is an example only. Students are required to construct their personalized course plans and timelines with their advisors. This example is not intended for use as a self-advising tool.

Advising Checklist
Department of School Psychology
Ph.D. in School Psychology

Name: _____ **Bear Number:** _____

Address: _____ **Advisor's Name:** _____

Telephone: _____ **Email:** _____

MISCELLANEOUS REQUIREMENTS

Date Completed

Semester Residency (Lived in Colorado at least 12 months before the first day of classes) _____

Plan of Study _____

First Letter of Encouragement _____

Second Letter of Encouragement _____

Permission to take Written Comprehensives _____

Appointment of Doctoral Committee (should be completed concurrently with permission to take written comps – appointment of the committee must occur before a grade of “pass” for comprehensives can be submitted to the Graduate School) _____

Comprehensive Exam: Written (3rd Thursday of the semester) _____

Comprehensive Exam: National School Psychology Exam (scores for the exam must be received before a grade of "pass" for comprehensives can be submitted to the Graduate School – a photocopy of these scores should be given to Diane) _____

Comprehensive Exam: Oral (student must pass the written comps prior to scheduling the oral exam) _____

Dissertation Proposal (must be scheduled prior to making application for internship and/or successfully defended prior to accumulating clock hours toward internship requirement) _____

Dissertation Defense _____

Internship _____

PREQUISITE COURSEWORK

	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
Abnormal Psychology	_____	_____

REQUIRED COURSEWORK**School Psychology Core – 15 semester hours**

APCE 640 School-based Psychological Consultation (3)	_____	_____
APCE 670: Principles of Psychometrics & Assessment	_____	_____
APCE 667 Crisis Intervention in the Schools (2)	_____	_____
APCE 747 Psychological Aspects of Academic Programming & Intervention (3)	_____	_____
APCE 757: Interventions for Severe & Low Incidence Disabilities (3)	_____	_____

Broad and General Foundational Core – 31 semester hoursBiological Bases of Behavior

PSY 530 Lifespan Developmental Psychology (3)	_____	_____
APCE 682 Biological Bases of Behavior (3)	_____	_____

Cognitive and Affective Bases of Behavior

PSYXXX Cognitive Social Neuroscience (3)	_____	_____
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Social Bases of Behavior

APCE 655 Social & Community Psychology (3)	_____	_____
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OR

PSY 664 Advanced Social Psychology (3)	_____	_____
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Individual Differences

APCE 707 Seminar in Personality & Counseling Theories (3)	_____	_____
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AND

APCE 638 Human Behavior Analysis (3)	_____	_____
APCE 758 Advanced Psychopathology (3)	_____	_____

Professional Ethics

APCE 763 Legal & Professional Foundations of School Psychology (4)	_____	_____
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	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
<u>History & Systems</u>		
PSY 590 Seminar in History & Systems (3)	_____	_____
<u>Cultural & Individual Differences</u>		
APCE 623 Counseling Diverse Populations (3)	_____	_____
Research Core – 25 semester hours		
<u>Research Methodology:</u>		
SRM 700 Advanced Research Methods (3)	_____	_____
<u>Applied Statistics:</u>		
SRM 602 Statistical Methods I (3)	_____	_____
SRM 603 Statistical Methods II (3)	_____	_____
SRM 610 Statistical Methods III (3)	_____	_____
<u>Applied Research Methods:</u>		
APCE 737 Single-Case Research Methods (3)	_____	_____
APCE 663 Research Apprenticeship in School Psychology (4)	_____	_____
APCE 781 Evaluation of Psychological Services (3)	_____	_____
SRM 680 Introduction to Qualitative Research (3)	_____	_____
OR		
A research elective as approved by the faculty	_____	_____
Assessment Core – 13 semester hours		
APCE 644 Assessment I: Cognitive & Academic Functioning (5)	_____	_____
APCE 646 Assessment II: Socio-Emotional & Behavioral Functioning (5)	_____	_____
	<u>Semester Completed</u>	<u>Check/Initial If Waived</u>
APCE 648 Assessment III: Early Childhood (3)	_____	_____
Practicum Core – 16-17 semester hours		
APCE 618 Practicum in Child, Adolescent, & Family Interventions (5)	_____	_____
APCE 776 Externship in School Psychology (2)	_____	_____
APCE779 Practicum in School Psychology (3)	_____	_____
APCE 738 Practicum in Evidence-Based Interventions (3)	_____	_____

Select ONE of the following courses:

APCE617 Play Therapy: Theory & Practicum (3) _____

APCE681 Practicum in Consultation (3) _____

APCE694 Practicum in Couples and _____

Family Therapy (4) _____

APCE 778 Clinical Neuropsychology _____

Practicum (3) _____

Supervision Core – 3 semester hours

APCE 775 Supervision in School Psychology (3) _____

Internship Core – 8 semester hours

APCE 789 Internship in School Psychology (8)

(Take 8 hours over 3 semesters)

MAY NOT BE WAIVED

Dissertation Core – 16 semester hours

APCE 797 Doctoral Proposal Research (4)

APCE 799 Doctoral Dissertation (12)

MAY NOT BE WAIVED

MAY NOT BE WAIVED

CUMULATIVE CREDIT HOURS (128-129) _____

*If you have had a graduate level course in Theories of Counseling, you must take APCE 707: Seminar in Personality and Counseling Theories.

****In the event of inconsistencies between the UNC Bulletin and this document, please use this document as it represents the most current information.**

Research Progression Ph.D. School Psychology

NOTE: All students are strongly recommended to align their program progression with that outlined below, as it represents not only new standards but is also designed for student benefit. This progression has been designed to support your progress toward research proficiency and competency culminating with the dissertation. Those students entering the program in Fall 2011 will be expected to meet the benchmark requirements of: presentation at a conference and 2 semesters of 663, as well as participation in SPSO seminars. Students entering the program in Fall 2012 will be expected to abide by the following standards. All students will be rated on their annual reviews using these criteria.

Years 1 &2: Building a Foundation of Research

In their *first* year, students learn about systematic program/intervention implementation with behavioral and academic issues (APCE 638: Human Behavior Analysis and APCE 747: Psychological Aspects of Academic Programming and Intervention). This first year culminates with APCE 737: Single Case Research Methods where the student learns applied methodology to systematically evaluate the effectiveness of interventions as applied to individuals or small groups.

During their first year in the program, students enroll in the first of four semesters of APCE 663: Research Apprenticeship classes. In addition to literature reviews completed as part of coursework, students are expected to complete a literature review on a topic of interest as a research benchmark for Year 1.

In their *second* year, students typically begin their statistics sequence, the first three courses being, SRM 602, SRM 603, and SRM 610. These courses build on one another and must be taken in sequence. Through these courses, they will learn statistical procedures, will gain knowledge of statistical software, and the culminating expectation is that they will have prepared, submitted, and presented a poster or paper at a local or national conference.

Years 1&2 Benchmarks: Seminar attendance/participation, literature review on a topic area, presentation of a statistical analysis topic, four semesters of APCE 663 (assisting a faculty member or with the approval of their academic advisor, assist an advanced student with his/her research), completion of an IRB proposal, and poster or research presentation at conference. Students must submit evidence that the above has been completed by their second annual review (spring of second year).

Year 1 & 2 Evaluation: Students are evaluated on their course grades (B- or better). Additionally, they are evaluated on their annual reviews as to the degree to which they have met research benchmarks. For year 1, a literature review has been completed on a topic of interest, and for year 2, an IRB proposal submission and a presentation at a conference have been

completed. If they have presented a paper/poster, this will lead to a rating of a 3. If they are participating in research (e.g., entering and/or collecting data on a project but have not yet completed their own project or a project with faculty), this rating will be a 2. If students have not engaged in either of these activities, they will receive a 1 on their annual review indicating that concerns are present and they must meet with their faculty advisor to develop a specific plan of action related to research.

Year 1 &2 Rationale: We believe it is important for our graduates to build a foundation in a wide range of research and evaluation methodologies that are consistent with the nature of school psychology (e.g., single case research). Additionally, we introduce assignments that will help them to access, critique, and use scholarly resources and scientific research. Through our literature review benchmark, we are able to evaluate our student's ability to find and integrate research studies in such a way that implications for future research are indicated.

During the second year, we focus on helping our students to learn the foundational skill components of research. For example, they learn statistics as a tool for measuring research results. We also focus on guiding students initial experiences with research, either in cooperation with faculty, advanced students, or individually.

Year 3: Analysis and Synthesis of Research Knowledge

During their third year in the program, students typically take their advanced statistics/research courses, their advanced practica, and their comprehensive exams. As part of the practitioner research strand, they are required to take APCE 781: Evaluation of Psychological Services which will prepare them in program evaluation. They will take SRM 680: Qualitative Research Methods or another approved research course. Typically, students will work with their program advisor to select the statistics/research course that will best prepare them to carry out their dissertation research. Many of our students will obtain a statistics minor as they typically enroll in 1-2 two more statistics or research courses than required in our program. Students will continue to hone their research skills with a focus on production of a publication-ready manuscript.

Year 3 Benchmark: Manuscript submitted for publication either individually, or in collaboration with one's advisor.

Evaluation: Students are evaluated on their course grades (B- or better). Additionally, they are evaluated on their annual reviews as to the degree to which they have met research benchmarks. Students typically take their comprehensive exams in their third year. On the oral comprehensive exam, students are evaluated on their ability to critique a current research article. Additionally, students are expected to incorporate research literature into their written comprehensive exam responses.

The third year research benchmark includes the preparation and submission of a paper for publication in a national outlet. Students may write this paper independently, in collaboration with their academic advisor, other faculty, field supervisors, or other students. If students choose to work together, and if the contribution has been equal, this will meet the requirement. Authorship will be determined according to the definition put forth in the APA publication manual 6th edition. “Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work (p 18).”

Rationale: The goals of the third year are twofold. First, students’ fluency in reading and incorporating literature continues to be shaped. Second, students are instructed and supported in the application of that literature fluency via the completion of the manuscript. This third year builds progressively on the prior two by consolidating and focusing the statistical, research, and literature- based experience gained during those first two years into the cohesive and fluent production of the manuscript.

Year 4:

During their fourth year, students may complete their dissertation or if they’ve already successfully proposed their dissertation, they may decide to pursue their internship. Our students are granted flexibility in whether they complete their internship prior to dissertation or after their dissertation. In either case, they must have proposed and have successfully advanced to Ph.D. candidate status before they can accrue any internship credits. As a result, all students will have taken ASRM 700: Advanced Research Methods and APCE 797: Doctoral Proposal prior to internship. As part of their ASRM 700 class, students are expected to carry out a pilot study on some aspect of their project. If students choose to work on their dissertation prior to internship, they typically spend their fourth year collecting and analyzing data. Although some might be able to finish in the summer prior to internship, it is more likely that they will be working on their final drafts during the completion of their internship year, with a projected graduation of Spring or Summer of their 5th year.

Evaluation: Students must successfully pass their proposal defense and their dissertation defense. Additionally, we continue to apply the annual review guidelines for research involvement as described above.

Year 4 Sample Expectations: Engaged in dissertation research (e.g. writing proposal, collecting data, etc.) Consistent with our Doctoral Dissertation Manuscript Summary Policy, students will be expected to develop a separate appendix that includes a publication ready manuscript of their findings.

Annual Student Review

Students are reviewed at least annually by all School Psychology faculty with input from other affiliated faculty (e.g. ASRM, Counseling Psychology, etc.). Each spring/early summer (May), you will be asked to complete an Annual Student Review Form and the UNC Diverse Field Experience Practica Requirement Completion Form (appears later in this Handbook) that will be used by faculty to review your progress in the program, your completion of coursework, personal characteristics, membership in professional organizations, and work with diverse groups. As part of the Annual Review, you will give each of the instructors with whom you have had a class in the past year a blank rating form so that they can rate your performance as well. All students are required to meet with their advisors prior to the start of the fall semester (or within the first two weeks) to review feedback. Those who are out of state, may meet by telephone. Those who are progressing well receive an encouragement to continue. Those who are struggling in a particular area may be encouraged to continue, but concerns are noted. Those students who have a number of challenges are either reviewed again the following semester or are not encouraged to continue in the program.

Students who fail to submit their annual review form in a timely manner may be rated as “concerns are noted” on their annual student review feedback form.

Please note that annual reviews are due for all Ph.D. students, regardless of their stage in the program. This includes ABD students.

Ph.D. Program in School Psychology Annual Student Review Form

Please complete the following form and respond to the subsequent questions using this electronic form. Your response is due the fourth week of March and should be emailed to diane.greenshields@unco.edu. Please also **attach an updated (electronic) vita** for your program file.

Name
Date
Bear #
Address
Phone #
Email address

Please provide the dates on which you completed the following:

- **Date Plan of Study Filed with Graduate School:**
- **Comprehensive Exams Passed:**
 - **NCSP Exam:**
 - **Date Passed:**
 - **Score:**
 - **Semester written comps passed:**
 - **Semester orals passed:**
- **Date Proposal Defended:**
- **Date Dissertation Defended:**
- **School Psychology practicum:**
 - **Semester taken:**
 - **Name of school:**
 - **Name of school district:**
 - **Name of supervisor:**
 - **Activities engaged in (please list):**
- **School Psychology Internship:**
 - **Date Started:**
 - **Date Completed (if in progress, please give projected completion date):**
 - **Internship is/was:** Choose an item. **is/was:** Choose an item.
 - **Amount of salary:**
 - **Is internship APA-accredited?** Choose an item.
 - **Is internship APPIC-approved?** Choose an item.

If you applied for an APA or APPIC Internship, please write the hours as noted on the application for:

Intervention and Assessment Hours
 Support Hours
 Supervision Hours

Please answer the following questions based on the summer, fall, and spring semester of the previous year:

During the year, were you:

- **A member of a professional or research society?** Choose an item.
 - **Membership Numbers:**
 - APA
 - NASP
 - CSSP
- **Number of workshops, oral presentations, and/or poster presentations at professional meetings in which you were an author or co-author.**
- **Number of books, book chapters, and/or articles in peer reviewed professional/scientific journals in which you were an author or co-author.**
- **Involved in grant-supported research?** Choose an item.
- **Involved in teaching at the college level (includes TA)?** Choose an item.
- **Involved in part-time supervised practicum-training on or off-campus.** Choose an item.

During the year did you:

- **Receive an Assistantship?** Choose an item.
 If yes, where did you complete the assistantship (e.g., APCE, DSS, CHE, Psych Department)
 If yes, how many hours per week did you work?
 If yes, what was your total stipend (excluding tuition)?
- **Receive a Fellowship?** Choose an item.
 If yes, what was the amount of your award?
- **Receive a tuition waiver unrelated to an assistantship or fellowship?** Choose an item.
 If yes, what was the amount of the waiver?
 If yes, what was the nature of the waiver (i.e., for what did you receive the waiver?)

Personal/Professional Development (max 2 typed pages total)

1. Describe three significant areas of your personal/professional development in which you have grown during this year.
2. From the feedback you have received from faculty, course work, and peer supervisors, which has been the most challenging to you? How have you used this feedback?
3. Describe three personal/professional goals for yourself this year.



UNC Diverse Field Experience Practica Requirement Completion Form

UNC Student name: _____ Bear # _____

Students: Throughout your program, you will be asked to keep track of the different populations with whom you have worked during your field experiences or other practica. This form should be updated yearly and turned in with your annual student review form (beginning fall semester of your second year).

Criteria for determining the Diverse Field Experience Requirement:

Candidate spent at least 10 field hours interacting with individuals and/or groups of students that include ALL of the following categories:

1. Male and female students
2. Students from **two** different ethnic/racial groups (Note: you **may not ask** students about their ethnicity, but you can use the school's demographic information to estimate. This information is available at http://www.cde.state.co.us/index_stats.htm) a. Hispanics; b. American Indians/Alaskan Aleuts; c. Asian; d. Black or African American; e. Native Hawaiians/Other Pacific Islanders; f. Whites
3. Students from two different socioeconomic status (SES) groups: lower class, middle class, upper class (Note: you **may not ask** students about their SES, but can use the school's demographic information for Free and Reduced Lunch to estimate.)
4. English Language Learners (Students whose primary language is not English)
5. Students with disabilities and exceptionalities

Please check only one:

- Through my various practica/field experiences, I have had the opportunity to spend 10 hours interacting with the populations listed above.
- I have not yet had the opportunity to obtain 10 hours interacting with the populations listed above.

Please document the experience(s); use the back of the form if necessary.

Name of the school, grade level, and name of	Dates and total hours	Diversity categories
Supervisor who can verify information		(all must be checked at least once)

School Psychology Candidate Signature _____ Date _____

UNC Supervisor/Consultant Signature _____ Date _____

Confidential
Affiliated Faculty Feedback Form
Programs in School Psychology

STUDENT'S NAME: _____ PROGRAM: _____ PH.D. _____ ED.S _____

PROGRAM ADVISOR: _____ SEMESTER _____ 20 _____

This form is to be provided to all non-School Psychology instructors for the classes in which students have been enrolled in the last year. This information as well as your response to the annual review is discussed during the Faculty Review Meeting. Following this meeting, feedback is provided to students through their advisors. The forms are confidential and are not shared with the students. Faculty, could you please complete and return the form to the student's advisor (indicated above) in **the next 14 days**. Thank you for your help.

	Needs Improvement	Meets Expectations	Above Expectations
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3
3. Interpersonal Skills	1	2	3
4. Maturity	1	2	3
5. Initiative	1	2	3
6. Reliability/Dependability	1	2	3
7. Respect for Diversity	1	2	3
8. Oral Communication Skills	1	2	3
9. Written Communication Skills	1	2	3
10. Ethical Behavior	1	2	3
11. Other:	1	2	3

Comments:

 Professor's Signature

 Course

 Date

cc: ___ Student File ___ Program Advisor





Programs in School Psychology Annual Student Review Feedback Form

STUDENT'S NAME: _____

PROGRAM: PH.D. ____ ED. S. ____

PROGRAM ADVISOR: _____

SEMESTER: _____ 20____

This form is to be provided to the student during the Annual Advisor-Faculty Review Meeting which occurs in late spring/early summer semester. One copy of this signed form should be provided to the student for his or her records, and one should be placed in the Student's Cumulative file.

Professional Dispositions	Below Expectations	Meets Expectations	Above Expectations
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3
3. Interpersonal Skills	1	2	3
4. Maturity	1	2	3
5. Initiative	1	2	3
6. Reliability/Dependability	1	2	3
7. Respect for Diversity	1	2	3
8. Oral Communication Skills	1	2	3
9. Written Communication Skills	1	2	3
10. Ethical Behavior	1	2	3
11. Professional Memberships	1	2	3
Research (Required PhD, optional EdS):	1	2	3

Sample activities (for complete guidelines, see handbook. Effective for students beginning Fall 2012)

Year 1: Seminar attendance/participation, literature review on topic area, participation in APCE 663, help another student and/or faculty member with research

Year 2: Presentation at conference, completion of IRB, begin study, participation in APCE 663

Year 3: Manuscript submitted for publication

Year 4: Engaged in dissertation research (e.g., writing proposal, collecting data, etc.)

Year 5: Completing dissertation research, submitting manuscript

This student should be: _____ encouraged to continue in the program
 _____ encouraged to continue (concerns are present)
 _____ reviewed after another semester (serious concerns are present)
 _____ discouraged from continuing in the program

Comments:

Major Advisor

School Psychology Student*

Date

*Students' signature indicates they have received the feedback provided by the Program Advisor

COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

Ph.D. Program in School Psychology

1. Written and oral comprehensives consist of three distinct components that have separate deadlines and procedures. It is important that students read the guidelines for each component carefully and adhere to these deadlines so as not to delay their studies. The first two components are the National School Psychology Examination and an in house written comprehensive exam. These two pieces are considered to be Written Comprehensives, and both elements must be successfully passed before scheduling Oral Comprehensive Exams. The following guidelines and timelines must be followed:
2. The student's plan of study must be submitted to and approved by the Graduate School by the end of the student's second semester of the program.
3. The student meets with his or her advisor to discuss the appropriate semester in which to complete the written comprehensive examination requirement. Although there is no specific coursework requirement, students will need to have completed the majority of their coursework in order to successfully complete their comprehensive exams. The advisor requests that the student complete the Permission to Take Written Comprehensives form (included in this handbook). The advisor and the student must sign the form a **semester before** the student would like to complete the written comprehensive examination. A copy of the completed form needs to be submitted to the major advisor, one of the administrative assistants (to be filed in the student's permanent file), and the comprehensive examination coordinator.
4. Concurrently with filing the Permission to Take Written Comprehensive Exams form, the student needs to submit the Request for Appointment of Doctoral Committee to the Graduate School. This form is available at <http://www.unco.edu/grad/forms/pdfs/RequestDocCommittee.pdf>. Students should submit this form concurrently with completing the Permission to Take Written Comprehensives form. Students are required to form committees composed of two school psychology faculty members (one of whom must be the chair of the committee), one affiliated faculty member (e.g., Counseling Psychology, Counselor Education, Psychological Sciences, etc.), and one outside faculty member who will be the faculty representative. Signed committee appointment forms must be submitted to the Graduate School.
5. There are two components to the written comprehensive exam: the National School Psychology Exam and the in house written comprehensive exam. Both components must be passed before students can schedule oral comprehensives. Typically, students take the National School Psychology Exam the semester prior to their in house written comprehensive exam. All students are required to submit their total and subscales scores from the National School Psychology exam (a score 165 or above is required) to the Department administrative assistant as soon as they receive them (typically 6 to 8 weeks after the exam is completed). It is the student's responsibility to ensure that these scores are received. Please note that having exam scores sent to UNC does **NOT** mean they will be received by the comps coordinator or the administrative assistant. Information about the exam, registration materials and sample questions are available at www.ets.org/praxis. Additionally, study materials are available in the DML. The School Psychology Exam is under Praxis II and is test 0401.

6. The in house written exam will be held on the 3rd Thursday of the fall and spring semesters from 8am to 5pm. This written examination will focus on two major areas:
- Three comprehensive questions related to program objectives.
 - A question related to the student's theory, topic area, and methodology. A Student Concentration Matrix outlining these can be designated on the Permission to Take Written Comprehensives Form prior to the exam.
 - An example of the Student Concentration Matrix:

Theory	Topic Areas- up to 2	Broad Methodology- up to 2
Developmental Theory (i.e. Piaget, Erikson, Kohlberg)	Family/ School Partnerships Early Childhood	Longitudinal Data Sets Structural Equation Modeling

(An sample question that could be asked based on the Matrix might be: Given what is known about developmental theory as it relates to early childhood, describe an area of future research that could be conducted in this area using longitudinal data sets.)

7. One week prior to the date of the written exam, the comps coordinator will email those students taking the exam to remind them of the time and place to report.
8. On the day of written comprehensive exams, students may use their own laptop computer. Students may use a DSM during the exam; no other outside resources are permitted. At or before 5 pm students are responsible for providing 3 copies which should be temporarily saved on a thumb drive. Either the comps coordinator or the administrative assistant will download and print the document. Once the document has been printed, students should delete **all** copies of the exam, both on the thumb drive and hard drive of their computer.
9. Upon turning in exam responses, students will be given their concentration area question. Students are required to write a 10-page paper in APA format, including references, answering the question. This paper should be emailed to the comps coordinator two weeks from the date assigned by 9 am that day.
10. Each student's responses/paper will be read and scored by three full-time school psychology faculty members. For the concentration area question, two of the members will be randomly assigned, and the third will be a person whose professional interests and experiences most closely align with the student's stated area of expertise.
11. The non-concentration comps questions will be scored according to the following guidelines:
- The student provides a cogent argument for his/her position
 - The student's answer is thorough and addresses all parts of the question
 - The student demonstrates knowledge of relevant literature
 - The student presents answers with clarity and organization
 - Based on these criteria, students will be given a score of high pass, pass, or fail for each question.
12. On the following page is a rubric that will be used for scoring the concentration area question. Scores will be based on consensus or near consensus by the readers. Feedback will be given in

two parts, the first will be given no later than 2 weeks after taking the general comprehensive questions, and the second will be given no later than 2 weeks after the concentration area paper has been received.

13. When both the in-house written exam and the National School Psychology exam scores of “pass” have been received, this information will be submitted to the Graduate School as a “pass” of written comprehensives. Any area that is determined to be weaker will be noted in the student’s feedback and will be further assessed during his/her oral comprehensive exam. Students with a score of “fail” on one question will be allowed to re-take a similar question the Thursday following the midterm of the same semester, and no score will be submitted to the Graduate School until the re-take question has been scored. If the question failed is the concentration area question, the student will be given a similar question on the re-take day, and the written response will be due by 9 am two weeks after it has been assigned.
14. Students with a score of “fail” on two or more questions must re-take the entire written exam the following semester, and a score of “fail” will be submitted to the Graduate School. If the concentration area question was passed, this portion of the exam will not need to be re-taken. The re-take of the comprehensive exams will be follow the guidelines found in number 13 of this section. Students may take their written exams twice. A student’s degree program may be terminated if the student fails the retake of the written examination. Please see the most recent UNC catalog for more information about policies relating to comprehensive examinations and program termination.

Amended Fall 2011

**Scoring Rubric of Ph.D. Written Comprehensive Exams
Concentration Area Question**

Student ID _____

Rater _____

RATING SCALE GUIDELINES

- Fail – many important elements missing, incorrect information
- Pass – most components present, may have one area that is weaker
- High Pass – all elements are present and question answered in a comprehensive manner

RATING CRITERIA

<ul style="list-style-type: none"> • Student's response indicated sufficient breadth of knowledge in his or her selected areas of expertise (per the Student Concentration Question Matrix)
<ul style="list-style-type: none"> • Student demonstrated ability to apply empirical research to support his or her response.
<ul style="list-style-type: none"> • Student was able to integrate different aspects of his or her concentration areas into a cohesive response.
<ul style="list-style-type: none"> • Student's response is presented in an organized, professional manner and is written in APA style (double spaced, one inch margins, 12 pt font, etc.)
<ul style="list-style-type: none"> • Student covered all aspects of the question

Concentration Question Rating	Fail	Pass	High Pass

Comments:



**PERMISSION TO TAKE
WRITTEN COMPREHENSIVE EXAMINATION
PH. D. SCHOOL PSYCHOLOGY PROGRAMS**

Name: _____ Bear #: _____

Address: _____ Phone: _____

_____ Advisor: _____

e-mail _____

Proposed Semester of Examination:

National School Psychology Exam _____

In-house written exam _____

Student Concentration Matrix (doctoral students only):

Theory	Topic Area(s)- please describe 2	Broad Methodology- please describe 2

Advisor Signature: _____

Additional Criteria:

- _____ Plan of Study on file at the Graduate School
 _____ Doctoral committee approved by the Graduate School

Oral Comprehensive Examination

1. Students are responsible for scheduling their oral comprehensive examinations after the 7th week of the semester during which written comps were taken. Students must submit the Request to Schedule a Doctoral Examination Form to the Graduate School two weeks prior to the exam.
2. Seven days prior to the oral examination, the Major Advisor provides the student and each Committee Member with a research article for review during the oral examination period. Additionally, each Committee Member will receive a copy of the student's written comprehensive exam with the area of weakness noted.
3. The 2-hour oral examination will include discussion of three topics:
 - Follow-up to the written exam responses:
 - The committee will ask questions related to the objective areas that were not covered during the written exam.
 - Additionally, the committee will ask questions focusing on areas of weakness from the written exam.
 - Article critique – the committee will ask students to critique an article they are given 7 calendar days before the exam (see Quantitative Research Critique Guide below).
 - Preliminary proposal – Time-permitting, the committee and student will discuss the student's proposal for a dissertation topic.

Oral examinations will be scored using the attached Oral Comprehensive Examination Scoring Sheet. For a score of “pass,” students must have no more than one criterion scored 1, and they must have a 3 or better on 4 of 5 “Question” items and 3 of 4 “Article Critique” items.

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Quantitative Research Critique Guide (for Orals preparation)

1. Do the authors provide a good justification for the need to conduct the study? i.e., will the results have apparent practical or theoretical importance? Or will the study address some limitation or weakness in prior research?
2. Is the problem addressed by the study stated clearly? Or is it difficult to determine exactly what the purpose of the study is?
3. Does the review of literature seem comprehensive and up to date?
4. Do the authors critically evaluate the studies in their review of literature? Do they point out flaws and limitations in the prior research? Or do they merely list previous research?
5. Do the authors connect the literature to the current study? For example, do they use the literature to establish their research questions, hypotheses, target groups, variables, etc.?
6. Are there explicitly stated research hypotheses or does the reader have to infer what the hypotheses might be?
7. In the methods section are the subjects clearly described? Do the authors provide sufficient information about the subjects that you have a good understanding of the population being represented? Or is the description vague and limited?
8. Is the sampling method clearly described? i.e., do you have a good idea about how the subjects were selected and where they came from? Was sampling done randomly, were volunteers used, etc.?
9. If a survey was used, is the response rate given? Do they describe procedures used to improve response rate such as followup reminders, etc.? If there is a < 100% response rate do the authors discuss methods for determining if subjects are representative of the population? Do they discuss possible problems with nonresponse bias?
10. Is there an adequate number of subjects for this study? Do the authors provide information justifying the sample size?
11. In the instrumentation section do the authors clearly describe any scales or instruments they have used? Do they discuss reliability and validity of their measures?
12. Do they clearly describe how they measured each of the variables in their study?
13. Do the authors clearly describe the design they used?
14. If an experimental design is used do they clearly describe the conditions being manipulated and the procedures used to carry out the study?
15. Regardless of the design of the study, do the authors present sufficient detail about the procedures used to conduct the study that you could possibly replicate the study? If procedures are not clear, what aspects of the design would require additional information?

16. In presenting the results do the authors present them clearly enough that you can easily determine which result answers which research question?
17. Where statistical tests are used, do the authors discuss assumptions prior to reporting results? If not, is there information in the paper that might suggest possible problems with assumptions, e.g., small N, dramatically unequal standard deviations, etc.?
18. Do the authors present appropriate descriptive statistics, such as means and standard deviations?
19. If tables or graphs are used are they clearly labeled and easy to follow?
20. Are statements regarding statistical significance interpreted correctly?
21. For nonsignificant results, does lack of statistical power seem to be the problem or do the authors discuss other possible reasons for the results?
22. In the discussion or conclusions section do the authors appear to correctly interpret the results? Do the conclusions seem to match the results?
23. Are the results discussed in terms of previous research? And are the results linked back to the original research questions or hypotheses?
24. Do the authors discuss possible problems or limitations with their study in terms of design, sampling, the measures, they used, etc.?
25. Do they appropriately limit their conclusions in terms of the sample used, the measures, etc. Or do they tend to "go beyond the data" in generalizing the results of the study?

Oral Comprehensive Examination Scoring Sheet

Student ID _____

Semester _____ 20 ____

Score each item on a scale of 1 to 5, with 1 being “unsatisfactory,” 3 being “satisfactory,” and 5 being “outstanding”

	<u>Score</u>
<u>Questions Related to School Psychology PhD Objectives 1.1 to 5.3</u>	
1. Student’s answers were thorough and addresses all parts of the question	_____
2. Student demonstrated knowledge of relevant literature	_____
3. Student’s responses indicated sufficient breadth of knowledge	_____
4. Student gave a cogent argument for his/her position	_____
5. Student displayed awareness of professional issues and current trends in the field	_____
<u>Article Critique related to School Psychology PhD Objectives 6.1 and 6.2</u>	
1. Student provided adequate critique of the literature review	_____
2. Student provided adequate critique of the study methodology and statistics	_____
3. Student provided adequate critique of conclusions drawn by study authors	_____
4. Student was able to address potential strategies for improving the study	_____

Note: For a score of “pass,” the student must have no more than one criterion scored 1, and they must have a 3 or better on 4 of 5 “Question” items and 3 of 4 “Article Critique” items.

SCHOOL PSYCHOLOGY PRACTICA AND INTERNSHIP

Introduction to Practica and Internship Requirements

All students are required to complete numerous practicum courses prior to graduation. Each course is designed to provide “hands on” experiences related to skills-based competencies (see attached model). The practica curriculum consists of the following:

Practicum in Child, Adolescent & Family Interventions (APCE 618)	75-100 hours
Practicum in School Psychology (APCE 779)	180 hours
Supervision of Psychological Testing (APCE 775)	50-60 hours
Practicum in Evidence Based Interventions (APCE 738)	150-180 hours
Externship in School Psychology (APCE 776)	50-60 hours
Elective Practicum	180 hours
Total Practica Hours	685-760 hours

An elective practicum may be taken in the areas of couples and family counseling, neuropsychology, consultation, and play therapy.

Students are to document their hours by keeping a log detailing their experiences. These types of experiences and forms used are consistent with the Field Experience, Internship & Practicum Log (presented later in this Handbook). However, additional forms may be used and will be provided by the instructor of the practicum course.

If you are planning on applying for an APA- or APPIC-approved internship, it is suggested you keep especially careful records of your clinical experiences as you will be asked to provide this information on your application. Various recording forms exist and can be found at:

<http://www.appic.org/Match/About-The-APPIC-Match/Match-Overview>

Revised Fall 2011

UNIVERSITY of
NORTHERN COLORADO



SCHOOL PSYCHOLOGY PRACTICUM LOG

Name _____ Week _____

Supervisor's Signature _____

Human Learning and Effective Instruction				
• Academic Intervention				
• Academic Consultation				
Formal and Informal Assessment				
• Observation				
• Assessments				
• Report Writing				
• Report Interpretation				
• Prog Eval/Research				
Typical and Atypical Developmental Processes				
• Affective Education				
• Work w/ students on adaptive func. skills				
General and Special Education & Educational Systems				
• Orienting to the system (school/clinic)				
• Educational mtgs				
Effective Evidence Based Interventions				
• FBA				
• Individual				
• Group				
• Crisis Intervention				
Collaboration & Consultation				
• Teacher				
• Family				
• School Personnel				
• Community Agency				
Legal, Ethical and Professional Practice				
• IEP meetings				
• Technology				
• Inservices				
• Workshops/Conf.				

Weekly totals

In-school hours _____

Out-of-school hours _____

Supervision hours _____

Cc: Student File

Course Instructor

Field Supervisor

Semester Total

In-school hours _____

Out-of-school hours _____

Supervision hours _____



SCHOOL PSYCHOLOGY PRACTICUM EVALUATION

APCE 779
Programs in School Psychology
School of Applied Psychology & Counselor Education
University of Northern Colorado
Greeley, CO 80639

(970) 351-2731

Trainee Name: _____

Training Setting: _____

Setting Supervisor: _____

Total Number of Practicum Hours: _____

Date of Evaluation: _____

Please complete and return this evaluation form to the practicum supervisor at the end of the trainee's practicum experience. Please rate according to the following scale, with NA indicating that the practicum student has not had an opportunity to attempt the task.

- 1 – Requires supervision for all aspects of task; heavy emphasis on skill acquisition – **Novice**
- 2 – Requires supervision for all aspects of task; from initiation to completion – **Advanced Beginner**
- 3 – Requires supervision initiating task and evaluating task completion; completes task independently – **Competent**
- 4 – Requires supervision on final aspect (evaluation) of task completion, but initiates and carries out tasks on own – **Proficient**
- 5 – Independent on all aspects of task completion, including initiation and evaluation - **Expert**

Students must earn an average rating of “3” for each section in order to successfully complete this practicum.

Thank you in advance for your cooperation.

- I. **Human Learning & Effective Instruction (Objective 1.1) – Students have knowledge of learning processes and the underlying biological, cognitive, affective, and social factors that affects these process**

A. Participates in developing appropriate learning goals for students.	1	2	3	4	5
	NA				
B. Able to translate assessment results into appropriate academic	1	2	3	4	5

recommendations to address student learning goals.	NA
C. Facilitates the implementation of appropriate and evidence-based academic interventions to help students meet learning goals.	1 2 3 4 5 NA
D. Considers the attainment of standards when planning recommendations or developing individual plans.	1 2 3 4 5 NA

Comments:

**II. Formal and Informal Assessment (Objectives 3.1 & 3.2) – Students will demonstrate knowledge of, and skill in using varied models and methods of formal and informal assessment to measure cognitive and academic abilities (3.1)
Students will demonstrate knowledge of, and skill in using varied models and methods of formal and informal assessment to measure personality and behavior (3.2).**

A. Selects appropriate instruments based on the presenting concern.	1 2 3 4 5 NA
B. Able to correctly administer and score norm-referenced assessments.	1 2 3 4 5 NA
C. Able to correctly administer and score curriculum based measures.	1 2 3 4 5 NA
D. Able to accurately observe school, classroom, and testing environment.	1 2 3 4 5 NA
E. Interviews teachers, parents, and children to gather additional information.	1 2 3 4 5 NA
F. Incorporates material from school records and developmental history into interpretation of assessment results.	1 2 3 4 5 NA
G. Able to organize and carry out a functional behavioral assessment.	1 2 3 4 5 NA
H. Able to interpret, integrate, and communicate information in written form that is clear, accurate, and concise.	1 2 3 4 5 NA
I. Able to communicate assessment results in a clear understandable manner, including measurement concepts.	1 2 3 4 5 NA
J. Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1 2 3 4 5 NA
K. Able to monitor student progress through a variety of different techniques.	1 2 3 4 5 NA
L. Evaluates the outcomes of programs and services by using appropriate research design, including single subject.	1 2 3 4 5 NA
M. Student's work results in positive outcomes for children/students.	1 2 3 4 5 NA

Comments:

III. **Typical and Atypical Human Development** (Objective 1.2) – **Students will have knowledge of typical and atypical human development processes, techniques to assess these processes, and the ability to apply related strategies to the development of behavioral, affective, adaptive, and social skills.**

A. Uses formal and informal assessment results to develop appropriate goals for students with differing abilities and needs.	1 2 3 4 5 NA
B. Assists with the implementation of appropriate, evidence-based interventions to support student goals.	1 2 3 4 5 NA
C. Capable of developing and implementing behavioral, affective, or adaptive goals for students and monitoring student progress toward selected goals.	1 2 3 4 5 NA
D. Demonstrates effective methods for documenting intervention effects.	1 2 3 4 5 NA

Comments:

IV. **Individual Diversity in Learning and Development** (Objective 1.3) – **Students will have knowledge of and demonstrated competency in working with diverse populations.**

A. Able to identify risk and resiliency factors in children and their environment and use this information in program development.	1 2 3 4 5 NA
B. Able to work sensitively with diverse children and their parents.	1 2 3 4 5 NA
C. Capable of developing and implementing academic and behavioral interventions that reflect knowledge and understand of a student's culture, language, and individual learning characteristics.	1 2 3 4 5 NA

Comments:

V. **School and Systems Organization, Policy Development, and Climate** (Objective 2.1) – **Students will have knowledge of the systemic nature of schools and other settings and skill in participating in the implementation of system-wide programming and school reform.**

A. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBS, discipline policies).	1 2 3 4 5 NA
B. Understands different group norms that allow for effective team meetings (e.g., time limits, agendas).	1 2 3 4 5 NA
C. Conducts effective inservices or other programs to that permit assist in professional development.	1 2 3 4 5 NA

Comments:

VI. Evidence-based Interventions and Programs (Objectives 4.1 & 4.2) – Students will be able to identify the need for and effectively provide evidence-based individual and small group interventions to children and youth in schools and other settings. (4.1).

Students will be able to identify the need for and work with others to effectively provide prevention and intervention programs, including crisis response (4.2).

A. Demonstrates knowledge of a number of different prevention and intervention techniques that can be implemented across individual, group, classroom, or school settings.	1 2 3 4 5 NA
B. Able to adapt prevention and intervention strategies to meet unique student needs.	1 2 3 4 5 NA
C. Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs.	1 2 3 4 5 NA
D. Able to develop rapport with students, teachers, and families.	1 2 3 4 5 NA
E. Able to effectively provide targeted interventions such as individual or group counseling.	1 2 3 4 5 NA
F. Able to effectively implement and monitor focused behavioral interventions.	1 2 3 4 5 NA
G. Participates in risk assessments and crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA

Comments:

VII. Consultation and Collaboration (Objective 2.2) – Students will demonstrate knowledge of and skill in the application of various models of consultation and collaboration with family, school, and community systems.

A. Demonstrates effective communication skills with school personnel, families, and children.	1 2 3 4 5 NA
B. Displays good listening skills.	1 2 3 4 5 NA
C. Participates in group discussions, ask questions, and/or summarizes appropriately.	1 2 3 4 5 NA
D. Is knowledgeable of different models and levels of consultation and participates at individual, group, and system levels.	1 2 3 4 5 NA
E. Is able to ask for and integrate the views of others when discussing information or intervention options.	1 2 3 4 5 NA
F. Is able to consider parent/caregiver needs and characteristics in evaluation and intervention planning.	1 2 3 4 5 NA

G. Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1 2 3 4 5 NA
H. Works to create/strengthen ties to the community and its resources.	1 2 3 4 5 NA
I. Evaluates the effectiveness of consultation efforts.	1 2 3 4 5 NA

Comments:

VIII. Legal, Ethical, and Professional Practice (Objectives 5.1 & 5.2) – Students will demonstrate knowledge of and application of legal, ethical, and professional practice (5.1).

Students will demonstrate a commitment to ongoing professional development for providing services based on current information and technology (5.2).

A. Demonstrates understanding of and practices in accordance with law and ethics as they relate to parent rights and educational practice.	1 2 3 4 5 NA
B. Is familiar with and behaves in ways consistent with professional ethical codes.	1 2 3 4 5 NA
C. Participates in professional development activities.	1 2 3 4 5 NA
D. Is familiar with computer scoring and IEP programs and uses them appropriately.	1 2 3 4 5 NA
E. Uses internet resources to enhance psychological services provided.	1 2 3 4 5 NA
F. Uses technology to enhance communication when conducting inservices, presenting, or providing feedback to parents.	1 2 3 4 5 NA

Comments:

IX. Professional Work Characteristics (Objective 5.2) – School psychology practicum students demonstrate personal and professional dispositions and characteristics that are consistent with effective practice.

A. Is responsible and dependable (on time, has good attendance, follows through).	1 2 3 4 5 NA
B. Demonstrates initiative and enthusiasm for school psychology practice.	1 2 3 4 5 NA
C. Demonstrates good organization skills through time management, presentations, and timely follow through.	1 2 3 4 5 NA
D. Accepts responsibility for own behavior (learns from mistakes).	1 2 3 4 5

	NA
E. Willingly accepts and carries out assignments.	1 2 3 4 5 NA
F. Accepts and responds well to criticism/suggestions	1 2 3 4 5 NA
G. Recognizes own limitations and seeks advice.	1 2 3 4 5 NA
H. Seeks opportunities to learn from supervisor.	1 2 3 4 5 NA
I. Returns phone calls/emails promptly.	1 2 3 4 5 NA
J. Adheres to district procedures (dress, hygiene, policies/forms for cases, employee procedures)	1 2 3 4 5 NA

Comments:

X. Trainee Strengths and Needs

1. Areas of greatest strength or competency:

2. Areas of least strength or competency (does not necessarily imply unacceptable or inadequate performance).

XI. Recommended Grade from Setting (Circle One)

I
Incomplete

C
Inadequate

B
Satisfactory

A
Excellent

I certify that I have read the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date



School Psychology Ph.D. Internship Guidelines
Programs in School Psychology
School of Applied Psychology & Counselor Education
University of Northern Colorado
Greeley, CO 80639

Requirements for the School Psychology Internship include at least 1500 hours of supervised experience at the Ph.D. level (see additional options below). The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist with supervision. Interns spend 1500 clock hours practicing as a School Psychologist under the supervision of a licensed School Psychologist (or doctoral level licensed practitioner appropriate to the setting). The School Psychology Internship will include experiences with a variety of populations from early childhood settings through high school in the areas of: direct and indirect interventions, child advocacy, program development and evaluation, and assessment and diagnosis from Child Find to staffing.

General Internship Guidelines

The internship is the culminating experience of graduate field-based training. The prospective candidate must complete all required practica and field-based experiences before any internship experience begins. Required practicum and intern training cannot be taken concurrently.

Before beginning your search for an appropriate site, consult with your Major Advisor and pick up a copy of UNC's Internship Guidelines and Internship Approval Forms from the Internship Coordinator. Remember to have your Internship Proposal Form (provided later in this handbook) signed by the appropriate parties before actively pursuing a training site. There are two main sources for finding an internship, one is through the Association of Psychology Postdoctoral and Internship Centers (APPIC). This organization has a website (www.appic.org) of the various APPIC internships and allows you to turn in one uniform application that can go to a number of different sites without filling out several applications. The second strategy is to review the Internship Listing that is provided to prospective interns at the informational meeting held each fall.

School Psychology Doctoral Internship Options (Approved by Program Faculty on November 17, 1993)

Regardless of the option you select, Ph.D. students enroll in internship across three semesters, typically taking 2-3 credit hours across the fall, spring and summer semesters, for a total of 8 credits.

Option 1:

APPIC-member internships that are not predominately school based (2000 clock hours required) may be pursued. Ph.D. students with less than two years of experience in the delivery of school psychological services, however, must complete an approved one semester (600 clock hours) school based internship before they pursue an APPIC training site that is not predominately school based.

Option 2:

Completion of a minimum of 1500 clock hours (180-day or greater contract) in a school setting (APPIC or faculty approved). The experience may occur in more than one setting, yet the required hours must be completed within 24 months. Prospective interns with at least two years of experience in the delivery of school psychological services should focus on training sites that allow a greater focus on supervision and consultation.

Option 3:

An integrated internship (at least 600 clock hours in a school setting with the rest, up to a total of 1500 hours in a non-school based setting – clinic, mental health center, etc.) may be pursued. For example, if you completed a part-time internship at the Colorado Department of Education (~750 hours), you'd need to complete a part-time internship in the schools for at least another 750 hours. If 1500 hours are not completed by the end of the academic school year, the student would complete the remaining clinical hours over the summer or the following semester. The required number of hours (1500) would need to be completed within 24 months.

Prerequisites for the internship. Interns in school psychology must be cleared according to the Ph.D. Internship Clearance Form (provided in this handbook) prior to seeking an internship. You must have taken and passed the National School Psychology exam prior to taking your orals, and proposing your dissertation. If for any reason you need an exception to this policy, you may petition with your advisor and the other faculty.

A Ph.D. student must complete their prerequisites and degree requirements with the exception of:

APCE 799 Doctoral Dissertation

In order for students to apply for their doctoral internship in school psychology, they must demonstrate that significant progress toward their doctoral dissertation is being made.

Dissertation Proposal Before Internship Policy: The Proposal Defense must be scheduled before any student can apply for internship. The Proposal Defense can not be scheduled until at least one draft of the entire proposal (Chapters 1-3) has been submitted to the student's advisor, and the advisor has approved the scheduling of the Proposal Defense. No internship hours will be counted until the Research Proposal has been successfully defended and filed with the Graduate School.

May 2003
Rev. September 2005

Applying for the internship. Students in preparation for the internship are required to attend the internship planning meeting during the fall semester before the student intends to begin their internship. At that meeting, strategies for obtaining internships will be discussed, APPIC guidelines will be reviewed, and all forms and policies related to internship (e.g., Ph.D. Clearance form, Internship logs) will be explained.

Requirements for internship settings. The internship setting should be one in which psychological services are provided to children and adolescents. All approved settings must provide opportunities for the intern to: engage in a full range of professional activities as defined below for populations in early childhood through high school settings; serve a diverse range of students including students with and without disabilities from families of varying ethnic, cultural, and economic backgrounds; and receive appropriate supervision from a credentialed psychologist employed by the agency.

<p>1. Human Learning & Effective Instruction (CDE 11.06:2/APA Obj. 1.1):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ applying learning, motivation, and developmental theories to improve learning and achievement for all children/students; ✓ using results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities; and ✓ evaluating the effectiveness of academic intervention strategies.
<p>2. Formal and Informal Assessment (CDE 11.06:3/APA Obj. 3.1):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ evaluating a variety of children at various age levels, handicapping conditions, giftedness; ✓ gaining exposure to a variety of referral problems, including special class eligibility, retention, acceleration, learning difficulties, preschool screening; ✓ developing skills in administration, scoring and interpretation of a wide variety of diagnostic instruments; ✓ developing skills in observation, curriculum-based measurement, and other informal assessment strategies; and ✓ evaluating the outcomes of programs and services using relevant research design, statistics, and methodology.
<p>3. Typical and Atypical Human Development Processes (11.06:4/APA Obj. 1.2):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ working with children from different developmental levels, birth to 21; ✓ using the results from assessments to design developmentally appropriate intervention programs; ✓ facilitating implementation of individualized interventions such as behavioral support plans to achieve student goals.
<p>4. Individual Differences and Diversity (CDE 11.06:5/APA Obj. 1.3):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ working with populations across diverse groups across areas of cultural, socioeconomic, linguistic, and ability differences; ✓ identifying risk and resiliency factors in children and using this information in program development; and ✓ implementing strategies selected and/or adapted based on individuals' characteristics, strengths and needs.
<p>5. General Education, Special Education, Other Education and Related Services (CDE 11.06.6/APA Obj. 2.1):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ systems consultation with either a unit within a school or school-wide using either the mental health or organizational development model; ✓ working with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments; and ✓ participating in the evaluation of these efforts.

<p>6. Models of Effective Evidence-Based Programs (CDE 11.6:7/APA Obj. 4.1 & 4.2):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ participating and/or implementing school-wide prevention and interventions programs; ✓ providing targeted secondary/tertiary interventions such as individual and group counseling; ✓ implementing affective education and positive behavioral interventions and supports; and ✓ participating in risk assessment and crisis intervention.
<p>7. Consultation and Collaboration (CDE 11.06:8/APA Obj. 2:2):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ individual consultation using the mental health, collaborative, or behavioral models; ✓ consulting with a variety of individuals to promote and provide a variety of comprehensive services to families and children; ✓ participating in pre-referral meetings, multidisciplinary staffings, and other meetings as appropriate; ✓ conferring informally with teachers, parents, and pupil personnel staff; ✓ promoting family involvement through collaboration, frequent communication, and formal programming (e.g., parent workshops); ✓ knowing and connecting with community resources; and ✓ evaluating the effectiveness of consultation outcomes.
<p>8. Legal, Ethical & Professional Practice (CDE 11.06:9/APA Obj. 5.1 & 5.2):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ attending and participating in professional staff meetings with School Psychology faculty; ✓ affiliating with professional organizations such as CSSP, NASP, CPA, APA, WPA, RMPA and attending meetings of such organizations; ✓ participating in inservice programs to develop new skills; ✓ reading selections from current professional publications and developments, trends, and issues in the field of school psychology; ✓ knowing and following legal responsibilities as school psychologists (e.g., child abuse reporting); and. ✓ integrating information sources and current technology, to enhance quality of service.

Responsibilities of the Interns. Students who enter into internship experiences as part of their university training program are practicing under the licensure and authority of their District and University Supervisors. It is imperative that the intern's work never threaten the integrity of the supervisors' credentials. To ensure that this is the case, interns are expected to meet the following responsibilities:

<p>① Interns will receive University credit for internships. A contract will be developed and signed by the appropriate representative of the school district and the intern. The contract will include payment for services, reimbursement for travel, and additional time allotted for research and professional development. (See intern agreement form later in this Handbook.)</p>
<p>② Interns will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.</p>
<p>③ Interns will consider themselves responsible full-time staff members.</p>
<p>④ Interns will meet with Field and University Supervisors as required. At least two hours per week of individual, face to face supervision is required. If part-time, the individual may meet with</p>

his or her Field Supervisor one hour per week.
⑤ Interns will attend at least three of the four supervisory meetings with the University Supervisor as scheduled during the term to review the placement experience. Those interns in out-of-state placements will ensure that the University Supervisor has a current phone number and e-mail address to facilitate monthly contact.
⑥ Interns will maintain an accurate log of all hours spent in placement-related activities, with a particular view to meeting the goals and objectives for school psychology interns (School Psychology Internship Log in this Handbook). These logs will be turned in to the University Supervisor monthly.
⑦ Interns will sign all reports with a title that clearly represents their training status, such as “Practicum Student in School Psychology” or “School Psychology Intern”.
⑧ Interns will follow the schedule of the school district in which they complete their placement unless an alternative schedule is specified in their contract.
⑨ Serious problems, disagreements, and infractions of regulations should be brought to the attention of the University supervisor. Every effort will be made to work out conflicts to the satisfaction of all persons involved. If the problem cannot be resolved, the internship may be terminated with resulting loss of credit.

Responsibilities of the Field Supervisor. Practicing school psychologists who assume the role of supervisor for a student-in-training are committing to three different roles: (1) that of the student’s mentor, providing personal support and professional guidance as the student adapts to the professional demands of School Psychology; (2) that of the student’s critic, carefully evaluating the adequacy of the student’s skills and his or her suitability for the professional role of school psychologist and (3) that of the student’s instructor, providing direct instruction in skills that cannot be acquired outside of the applied setting or recommending additional instruction through the university program when appropriate. Satisfying these sometimes contradictory roles requires considerable reflection and careful decision making. Specific responsibilities of the Field Supervisor include:

① Ph.D. level interns must be supervised by a licensed Ph.D. School Psychologist who has three years of experience and at least one year in his/her current setting. If the intern is practicing outside of the school, the intern must be supervised by an individual with the appropriate licensure for that setting (e.g., Ph.D. licensed psychologist).
② District Supervisors will supervise the student’s daily activities by preparing the student for unfamiliar situations, guiding the student through new activities, and reviewing and discussing completed activities with the student.
③ District Supervisors will direct the implementation of the placement plan through case assignment, incorporating the student into ongoing site activities, and monitoring student participation in the supervisor’s own activities.
④ District Supervisors will provide at least two hours of individual, face-to-face supervision per week except when a student works less than 10 hours per week, in which case, the supervisor should provide at least 1 hour of face-to-face supervision.
⑤ District Supervisors will inform the University Supervisor of any student behavior that interferes with the student’s effective professional practice in the placement site.

⑥ District Supervisors assume ultimate responsibility for the intern's decisions and should co-sign psychological reports, education and behavioral contracts and educational and psychological recommendations. The District Supervisor will complete a minimum of two written evaluation with the University Supervisor, one midway through the internship and one at the end of the internship.

⑦ District Supervisors will review the student's log of hours, require modifications as needed, and sign the final log attesting to its accuracy

⑧ District Supervisors will insure that the student's practice is consistent with current legal-ethical guidelines of the profession including the Professional Conduct Manual (NASP, 2000), the Ethical Principles of Psychologists and Code of Conduct (APA, 2003), the Guidelines for the Provision of School Psychological Services (NASP, 2000), and the Standards for Educational and Psychological Testing (AERA, APA, and NCME, 1999).

Responsibilities of the University Supervisor. The University Supervisor is responsible for the following:

① The University Supervisor will recruit placement sites and certify that these meet the program standards.

③ The University Supervisor will evaluate the adequacy of the plan for supervised experience as written by the student with consultation from the District Supervisor as needed to assist with planning and evaluation.

④ The University Supervisor will consult with the Field Supervisor and with the intern at least three times each semester. Consultation will typically consist of a personal visit to the internship site and should include opportunities for the University Supervisor to visit the schools and special facilities served by the intern, introduction and brief conversation with principals and teachers in those facilities, extensive discussion with the field supervisor and with the intern regarding activities goals, specific problems and concerns of the internship. When internship sites are out-of-state or more than a day's drive (round trip) from Greeley, personal visits may be restricted. Consultation may be held by phone or e-mail, as desired and as necessary.

⑤ The University Supervisor will supplement the Field Supervision by directing class meetings of students.

⑥ The University Supervisor will review progress made by the student and is responsible for assigning the student's final grade for the placement.

⑦ The University Supervisor will insure that all of the student's supervised placements are coordinated so that they represent a diversity of experiences, with opportunities to address a broad spectrum of professional problems, with ethnically diverse children, and with grade levels ranging from preschool to high school.

Log of contact hours. Students are expected to maintain a detailed log of all the hours spent in the supervised experience. For each recorded date, the log should specify the number of hours spent in the supervised placement, the activities engaged in, and the nature and extent of any supervision received. (Specific forms for documenting the internship contact hours are provided later in this section). At the end of each month, the student should summarize the log with two totals: the total number of hours spent in the supervised placement and the total number of hours spent under direct supervision. The

summarized log should be reviewed with the District Supervisor and the supervisor will sign the log to attest to its accuracy. These logs will then be turned in on a monthly basis to the University Supervisor. The placement is not considered complete until all signed logs have been submitted to the University Supervisor.

Internship Licenses and Temporary Teaching Eligibility (TTE). We expect all of our students obtaining internship placements in Colorado school districts to apply for a Type II Authorization, Intern from CDE prior to beginning their internship. You are allowed to practice for one year under an Intern license and are eligible to receive pay with this license. This license formalizes your position as an intern both with CDE and with your district. On rare occasions, a district might prefer that you get a Temporary Teaching Eligibility (TTE) and if this is the case, please notify the internship coordinator. A TTE is considered on a case by case basis. All forms are available from CDE or from the Human Resources department at your district.

Internship Supervision. The internship is a culminating training experience that occurs only after successful completion of all core coursework and of supervised practicum in the School Psychology program. As a result, while requiring regular supervision, it is typically appropriate for the intern to perform most school psychological services independently, with subsequent reporting to the supervisor. In those cases where a supervisor is not at the Site from time-to-time, arrangements should be made for the intern to reach the supervisor or their substitute by telephone in an emergency. The goal of internship supervision, then, is to permit the student to assume the typical role of a school psychologist with the support of regular supervision from an experienced practitioner, and with immediate access to a supervisor as necessary.

Internship supervision is typically provided by a school psychologist who holds a license in School Psychology from the state department of education and has at least 3 years of experience as a school psychologist. If the student is completing a portion of the internship in a non-school setting, the supervisor must be a Licensed Psychologist. Internship supervisors should have been employed by and working in that site for at least one year. If supervision will be provided by more than one school psychologist, one person should be identified as the primary supervisor who will be responsible for the overall integrity and quality of the internship experience and who will certify that immediate access to a supervisor is always available. In some cases, the secondary supervisor may not be a licensed school psychologist, but should be licensed in the skill area in which the individual is supervising you. For example, if you are conducting groups under the supervision of the School Social Worker, this individual should be licensed and have been licensed for a minimum of three years.

Interns should receive 2 hours of face-to-face supervision from a licensed school psychologist each week of the internship. Additional supervision may be provided in groups (e.g., university supervision meetings, district-level supervision meetings) and by other professionals (school counselors, social workers, or other psychologists.) The nature and source of internship supervision should be documented in the internship plan.

Evaluation of the internship. Grades for the internship are assigned by the University Supervisor, and are based upon the Field supervisor's evaluation of the student's performance. In most cases, the Field Supervisor will evaluate students using the Internship Accomplishment Form (see p. 72-79), supplemented with written comments. However, if the student is in an APPIC-member internship, the intern may use the form from that site for midterm and final evaluation with approval from the Internship coordinator. Passing grades (S) will be given by the University Supervisor when student evaluations document that the student is demonstrating skills sufficient to practice independently as a school psychologist. For school-based internships, this includes a rating of 4 or higher on each item in the Internship Accomplishment Form and a mean rating of 2 on the Case Study Scoring Rubric. For

APPIC internships, a similar level of proficiency is determined based on the site-specific evaluation form. An unsatisfactory (U) will be given when student evaluations document that the student's skills are not sufficient to support independent practice. The student is given a grade of NR each semester of internship until the final semester, at which point all semester grades will be converted to an S or U.

Other Policies

Internship Acceptance Policy: Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances, students can petition the faculty for permission to change internship sites. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997
Updated Spring 2009

Please note, if you interview and are enthusiastic about the position when it is offered, some schools understand this as an implicit agreement that you are accepting the position. If you are unsure or interviewing elsewhere, make it CLEAR that you need time to think about it before you can formally accept. If the school continues to move forward as if you've accepted (e.g., scheduling subsequent meetings, sending a contract), the responsibility is on you to make your position clear, preferably in writing to the individual who extended the offer. Save a copy of this communication for your records.

Completing Supervised Experiences in Current Worksites. Students occasionally ask to fulfill part or all of their practicum or internship requirement by working for a school district or mental health agency in which they are already employed. Such arrangements are discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the joint goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the School Psychology faculty that they will be functioning in the role of a trainee and will be provided with training beyond your capacity as an employee (e.g., additional responsibilities, new roles, special projects).

In order to establish that an experience at an employing agency is essentially one of training, students will need to meet the following criteria:

- | |
|--|
| 1. Use a title on all official reports and correspondence that identifies the students as an intern in School Psychology for the duration of the supervised work experience. |
| 2. Receive a minimum of two hours per week of supervision from a supervising School Psychologist. |
| 3. Have as a supervisor a school psychologist who meets the experience and credentialing requirements of the university program. |

Any school psychology position that was accepted or held prior to internship eligibility (i.e., proposal successfully defended) will not be considered as a potential internship placement.

Spring 2007

Schools Where Family Members are Employed. Students completing supervised placements in School Psychology will not be allowed to complete their practicum or internship experiences in schools where family members or relatives are employed. This type of placement may not allow for a neutral learning environment for the student and places the on-site supervisor in a potential dual role. If the student is inadvertently placed in a school where a family member is employed, it is the student's responsibility to notify the university supervisor at once.

Absences and Withdrawals. Students completing supervised placements in School Psychology fall under Colorado Administrative Rules governing student teaching. Once they have committed to a supervised placement, they are considered to be a member of the staff of the placement site and are subject to the same administrative rules and professional expectations that would be imposed upon an employee.

Students who are ill on a day when they are scheduled to be in their placement must notify their District Supervisor as soon as possible, and prior to their first scheduled meeting or activity. Absences cannot count towards the student's clock hours requirements; in most cases, students will need to schedule additional days in the district to meet their practicum or internship requirement.

Absences are considered justified in cases of family emergencies, religious holiday, or serious illness. Absences other than for these reasons must be approved in advance by the student's District Supervisor and the University Supervisor. In most cases, however, students will be expected to follow the schedule of hours set forth in their written plan for the placement. Students who have excessive unapproved absences from their placement site will be withdrawn from the placement. The decision to terminate a placement due to excessive or unexcused absences is the responsibility of the University Supervisor. This decision is made in close collaboration with the student's university program advisor and the District Supervisor.

Technically, students have the right to drop a course early in a given term, and the course will not appear on the student's permanent record. However, because of the special nature of supervised placements, and the commitment they represent to the placement site, students must notify the University Supervisor before withdrawing from a placement. At that point, a joint meeting of the student, the District Supervisor, the University program advisory, and the University Supervisor will be convened and an end to the placement will be negotiated. Students are expected to observe all professional and ethical standards in terminating their placement responsibilities, and any such responsibilities will be specifically described during this meeting. Students who withdraw from placement without negotiating a withdrawal from their placements responsibilities in this manner will be considered to be unjustifiably absent from the placement and will fall under the above rules governing unapproved absences.

Unsuccessful Experiences. Students who are unsuccessful during their first internship placement will be given a grade that reflects that lack of success. They may request a second placement assignment and that request may be approved or denied. Decisions to grant second placement assignments will be based upon the student's personal, written statement describing the first placement and the student's understanding of why it was unsuccessful; and on a discussion by the student and supervisors of the specific factors that contributed to the student's lack of success. In the event that a second placement is necessary, students will be responsible for registering for the 2nd internship and paying all fees and tuition due.

A student's request for a second placement assignment will be reviewed by the University Supervisor, the District Supervisor, and the student's university advisor. This group may deny the student's request, approve the student's request with a modified plan for remediation, or approve the student's request as written. A remediation plan may require that the student repeat some experiences (e.g., legal and ethical

course; counseling practicum) prior to being allowed to enroll in a second internship. Students will not be placed in second supervised placements without intervention to assure that the same concerns are not present in subsequent assignments. Students who are unsuccessful in two placements will not be permitted to enroll in a third placement, except in highly unusual circumstances; rather, they will be asked to withdraw from the Ph.D. Program in School Psychology.

Legal Status of Students in Field Placements. If you're in a placement in which you won't be paid (i.e., practicum), your practice during supervised placements is covered for liability under the Colorado Governmental Immunity Act which basically limits the amount of money that you and the university can be sued for while in a required field experience carrying out activities consistent with your role. However, since all of you are required to have paid internships, that means that you are considered employees of the districts or sites in which you are employed and should be covered both for liability and workman's compensation under that contract. Those of you who are paid through "stipends" rather than being considered full-time (W-2) employees fall in a gray area. In these cases, it will be important that you review your contract to insure that you're covered by Workman's Compensation (in case you're hurt on the job) and by the District's/site's liability insurance, should there be a liability issue. If you would like additional coverage or your district won't include this information in your contract, it is required that you obtain liability insurance through APA Insurance Trust (<http://www.apait.org/>) for a nominal charge per year (you must be a student member of APA) or some other company that handles professional insurance. You will be expected to show proof of insurance coverage prior to accruing any internship hours.

Ph.D. Clearance Form for School Psychology Internship

STUDENT NAME: _____

The courses listed below need to be completed (or currently enrolled in) before you take your comprehensive examination and/or apply for internship placement. Please note the semester and year completed (or enrolled) under the status column. If your advisor has waived a course enter a "W" or a "T" for transfer course.

<u>Course</u>	<u>Status</u>	<u>Course</u>	<u>Status</u>
School Psychology Core			
APCE 670		APCE 640	
APCE 757		APCE 747	
APCE 667			

Broad and General Foundational Core			
APCE 682		APCE 638	
PSY 530		APCE 655/PSY 664	
APCE 707		APCE 758	
APCE 763		PSY 590	
APCE 623		PSY XXX (cognitive/social neuro)	

Research Core			
SRM 700		APCE 737	
SRM 602		SRM 603	
SRM 610		APCE 663 (4 semesters)	
APCE 781		SRM 680/ research elective	

Assessment Core			
APCE 644		APCE 648	
APCE 646			

Practicum Core			
APCE 618		APCE 779	
APCE 738		APCE 776 (2 semesters)	

One Elective Practica – List with hours and semester/year completed – e.g., APCE 617(3) Fall '09

Supervision Core

APCE 775	
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After you and your Major Advisor have signed below, a copy of the signed form should be submitted to the Internship Coordinator. Your Major Advisor will clear you for your written comprehensives if you attach a APCE comprehensive examination permit to this form (obtain from School secretary).

To be cleared for internship, your dissertation proposal defense must be scheduled and all related paperwork submitted to the graduate school.

Proposal Date: _____

Ph.D. Student & Date

Major Advisor & Date

University of Northern Colorado
School Psychology Internship Agreement:

Name of School System/Agency

has agreed to accept

Name of School Psychology Intern

as an intern for the _____ academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin (month/date/year) _____, _____ and continue through (month/date/year) _____, _____. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. 1,500 if Ph.D.
3. **LOCATION:** The internship will be performed at the following location(s):

Name of the
District: _____

Address: _____

4. **PLAN:** Internship activities shall be developed jointly by the intern and school district personnel and approved by the University internship supervisor. It is expected the plan will be consistent with the guidelines and objectives as contained in the Internship Handbook and with the internship training standards of the National Association of School Psychologists (NASP) internship criteria.
5. **COMPENSATION:** The intern is provided a salary or stipend commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount _____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

Additionally, the intern will be expected to attend monthly university internship seminars which will typically take place on Friday afternoons. A schedule of these meetings is developed at the beginning of the school year.

7. **WORK ENVIRONMENT:** 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. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, a computer, and office equipment (e.g., copy machine, fax).
8. **SUPERVISION:** The cooperating practitioner must hold a valid credential as a school psychologist and have at least three years of experience as a school psychologist. The supervisor must also have been employed with the district for at least one year prior to assuming supervisory responsibilities for an intern is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from (name of individual):

Name of Cooperating Practitioner	License Number
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The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit (or one conference call in the event the intern is out of state) per semester for each intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

APPROVAL:
Signatures:

Intern	Date
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Cooperating Practitioner	Date
--------------------------	------

University Supervisor (or Designee)	Date
-------------------------------------	------



SCHOOL PSYCHOLOGY INTERNSHIP LOG

Name _____

Week _____

Supervisor's Signature: _____

Domains	Description of Activities	Weekly hours	Total hours	Diverse Popul.
Human Learning & Effective Instruction				
• Academic Intervention				
• Academic Consultation				
Formal and Informal Assessment				
• Observation				
• Assessments				
• Report Writing				
• Report Interpretation				
• Prog Eval/Research				
Typical and Atypical Developmental Processes				
• Affective Education				
• Work w/ students on adaptive func. skills				
General and Special Education & Educational Systems				
• Orienting to the system (school/clinic)				
• Educational mtgs				
Effective Evidence-Based Programs				
• FBA				
• Individual				
• Group				
• Crisis Intervention				
Collaboration & Consultation				
• Teacher				
• Family				
• School Personnel				
• Community Agency				
Legal, Ethical and Professional Practice				
• IEP meetings				
• Technology				
• Inservices				
• Workshops/Conf.				

Weekly totals

In-school hours _____

Out-of-school hours _____

Supervision hours _____

Semester Total

In-school hours _____

Out-of-school hours _____

Supervision hours _____

Cc: Student File

Course Instructor

Field Supervisor



**University of Northern Colorado
Midterm and Final Internship Accomplishment Form**

Intern: _____

Site: _____

Supervisor: _____

Evaluation Dates: Mid _____ Final _____

Please use the following ratings to evaluate the intern at midterm and at the end of the intern's placement. If the intern has not yet had the opportunity to attempt a particular skill, please note N/O and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4/5 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, # 31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

- 1 – **Needs further formal training.** The intern has not had sufficient training and/or practice to develop competence or lacks basic professional maturation in this area. Skill development requires further instruction and/or academic study.
- 2 – **Limited independence, needs close supervision.** Skills are at the beginning level. Supervision and experience are expected to develop skills further and apply consistently.
- 3 – **Somewhat independent, moderate supervision is necessary.** Intern has basic skills, but needs support in ongoing skill development and application to difficult or complex cases.
- 4 – **Mostly independent, minimal need for supervision.** Intern reflects upon performance and self-corrects, seeking information and resources as needed. Competence is assessed to be above average for a practicing school psychologist intern suggesting only a minimal amount of supervision is needed.
- 5 – **Independent, little or no supervision required.** Competence for practice is well developed and reflects a capacity for independent functioning. (NOTE: This level of competence usually would be consistent with a school psychologist with 1-2 years of experience).

STANDARD	MONTH/YEAR & INITIAL UNDER RATING THAT BEST DESCRIBES LEVEL OF INTERN ACCOMPLISHMENT					COMMENTS (PLEASE DATE YOUR COMMENTS)
Human Learning and Effective Instruction (CDE 11.06:2/ APA Obj. 1.1)	1	2	3	4	5	
1. School psychology interns apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.						
2. School psychology interns are knowledgeable about learning theory and cognitive strategies and utilize student centered learning principles to help students develop their abilities to be self-regulated learners.						
3. School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/ student achievement.						
4. School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.						
5. School psychology interns evaluate the effectiveness of interventions, and modify, as necessary and appropriate.						

Informal and Formal Assessment (CDE 11.06:3/ APA Obj. 3.1)	1	2	3	4	5	
6. School psychology interns are knowledgeable about a wide variety of models and methods of assessment, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments.						
7. School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.						
8. School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.						
9. School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations.						
10. School psychology interns translate assessment results into empirically based decisions about service delivery, to promote child/adult achievement.						
11. School psychology interns evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.						

Typical and Atypical Human Development Processes (CDE 11.06:4/ APA Obj. 1.2)	1	2	3	4	5	
12. School psychology interns are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students, ages birth-21.						
13. School psychology interns use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs.						

14. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.						
15. School psychology interns evaluate the effectiveness of interventions.						

Individual Differences and Diversity (CDE 11.06.5/ APA Obj. 1.3)	1	2	3	4	5	
16. School psychology interns identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance their practice.						
17. School psychology interns identify risk and resiliency factors in children and use this information in program development.						
18. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.						
19. School psychology interns develop academic and social/behavioral interventions, through direct or indirect services, that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.						
20. School psychology interns are knowledgeable and consider the impact of diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.						

General Education, Special Education, Other Educational and Related Services (CDE 11.06.6/ APA Obj. 2.1)	1	2	3	4	5	
21. School psychology interns participate in the development and implementation of policies and practices that create and maintain safe, supportive, and effective learning environments.						
22. School psychology interns participate in and facilitate school reform efforts.						
23. School psychology interns translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.						

24. School psychology interns participate in school-wide program evaluation efforts.						
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Models of Effective Evidence-based Programs (CDE 11.06:7/ APA Obj. 4.1 & 4.2)	1	2	3	4	5	
25. School psychology interns are knowledgeable about effective evidence-based service models, as related to health promotion; school safety; and primary, secondary, and tertiary intervention.						
26. School psychology interns recognize psychopathology and articulate its potential influence on school functioning.						
27. School psychologists select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/adolescents.						
28. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive behavioral supports.						
29. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.						
30. School psychology interns participate in risk assessments and crisis response planning, to promote and maintain school safety.						
31. School psychology interns respond, effectively, to crisis situations.						

Collaboration and Consultation (CDE 11.06:8/ APA Obj. 2:2)	1	2	3	4	5	
32. School psychology interns are knowledgeable about collaboration and consultation models and methods, and are able to select and implement the most appropriate strategy in school, family and community systems.						
33. School psychology interns collaborate with families, and other service providers, in planning and decision-making processes to meet the needs of children, birth to 21, in home and community settings.						
34. School psychology interns communicate information that is readily understandable, to different audiences during meetings, in-services, and consultations.						
35. School psychology interns have knowledge of family systems, including family strengths and influences on student development, learning and behavior.						
36. School psychology interns promote family involvement in education and service delivery through activities, which include but are not limited to frequent communication, consultation, and parent training.						
37. School psychology interns consult and collaborate, effectively, with school personnel, families, and community professionals, to promote and provide comprehensive services to families.						
38. School psychology interns link community resources that serve children (B-21) and their families and facilitate children's/student's transitions across various service delivery systems.						
39. School psychology interns evaluate the effectiveness of their consultation and modify, as necessary and appropriate.						

Legal, Ethical and Professional Practice (CDE 11.06:9/ APA Obj. 5.1 & 5.2)	1	2	3	4	5	
40. School psychology interns are knowledgeable about the history and foundations of school psychology.						
41. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.						
42. School psychology interns are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.						
43. School psychology interns utilize databased decision-making, in all aspects of professional practice.						
44. School psychology interns integrate information sources and current technology, to enhance quality of service.						
45. School psychology interns engage in ongoing professional preparation, development, and supervision, as related to the population served.						
46. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.						

Midterm Goals:

Ongoing Professional Development Goals: (to be completed at final evaluation)

Intern Signature and Date (Midterm)

Field Supervisor(s) Signature and Date (Midterm)

University Supervisor Signature and Date (Midterm)

Intern Signature and Date (Final)

Field Supervisor(s) Signature and Date (Final)

University Supervisor Signature and Date (Final)

Case Study Guidelines

During your school psychology internship, you are to complete a case study. In this case study, you will be expected to describe an actual case that has been completed using systemic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case study and will also serve as a guideline as you are developing your case study. Your case study should be no more than 10 pages long including charts and graphs.

Section 1: Provide a brief description of the student(s), the context, and the presenting issue (can be either academic or behavioral). In this description, define the problem clearly and present data on how the observed performance differs from the norm as well as from the expected level of performance (if different than the norm). Include a baseline graph of your observations. You will also want to include a description of who you are working with on this issue and your process for working together.

Section 2: In this section, you will want to describe your hypothesis for why the student is performing in the manner described and incorporate all points of data that lead you and your team to this conclusion. In your hypothesis, be sure to include a consideration of diversity issues (e.g., ability, cultural, SES) that might be playing a role in the identified concern.

Section 3: This section provides a description of the selected interventions, including a thorough description of why they were selected. That is, how did the data lead you toward the selection of these interventions and how do these interventions relate to your expected outcomes? You will also want to address whether these interventions are evidence-based. That is, is there research available to suggest that these approaches are effective in remediating the presenting issue? Other aspects to consider in your presentation of the selected intervention is the process you used to decide on these interventions and how you were sensitive to individual differences, resources, etc. in your selection and implementation of these interventions. Finally, you'll want to be sure to address the logistics of implementing your plan as well as your process for measuring whether the plan was implemented as intended.

Section 4: This section reflects your evaluation of your plan. It is expected that you will present graphs that compare the performance of the student before implementing your plan as well as after implementation. In your evaluation, you will want to address whether your plan was effective, what leads you to this conclusion, and what you and your collaborative team will do based on the data. In your presentation, discuss how the plan will be generalize to other settings and how you shared the outcomes of your intervention.

Section 5: Although this is not a specific section that you will write up, you will be evaluated on the degree to which your plan reflects legal, ethical, and best practices. Additionally, you will receive a rating on the degree to which your plan reflects a professional product (e.g., spelling, grammar, and organization).

The following rubric will be used to score your case study. It can also serve as an additional guide as you are developing your case study. Your case study should be no more than 10 pages including charts and graphs. There are 18 elements to the case study and you should score at least 36 pts or better (Mean of 2.0 indicating proficient) in order to pass this assignment and demonstrate that you have a positive effect on student learning or behavior. The total possible points for this assignment is 54.

Case Study Scoring Rubric

		Scoring Criteria	
Standard	Developing (1)	Proficient (2)	Advanced (3)
Problem Identification, 1.1	The student's behavior is identified but not operationally defined.	The student's behavior is operationally defined, but not in terms of current and desired levels of performance.	The student's behavior is operationally defined in terms of current and desired levels of performance.
Problem Identification, 1.2	A baseline for the student behavior is not established or has insufficient data.	A baseline for the student behavior is established using sufficient data.	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines.
Problem Identification, 1.3	Parents/guardians and teachers are not involved in the problem-identification process.	Either parents/guardians or teachers, but not both, are involved in the problem-identification process.	Parents/guardians and teachers are involved in the problem-identification process.
Problem Analysis, 2.1	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable.	One or more hypotheses are developed to identify the functions of the behavior and/or the conditions under which the behavior occurs in two or more of areas: child factors, peers, curriculum, teacher, classroom, home.	Hypotheses are generated through collaboration with others and address two or more areas and are measurable.
Problem Analysis, 2.2	Appropriate data were not collected to confirm or reject the hypotheses.	There is evidence that appropriate data were collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, tests results, self-report.	There are multiple sources of data that converge on each proposed hypothesis.
Problem	Hypotheses do not	Hypotheses reflect	Hypotheses reflect an

Analysis, 2.3	reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	some awareness of issues related to diversity, but are not fully explained or show limited understanding.	awareness of issues of diversity (e.g., physical, social, linguistic, cultural)
Intervention, 3.1	The link between the problem analysis, selected interventions, and observable, measurable goal statements is not present or unclear.	The link between the problem analysis, selected interventions and observable, measurable goal statements is present, but might be vague or difficult to measure.	The link between the problem analysis, selected interventions, and observable, measurable goal statements is clear and complete.
Intervention, 3.2	The selected interventions are not evidence-based (e.g., research literature, functional analysis, single case design) for identified concerns.	The selected interventions are generally evidence-based (e.g., research literature, functional analysis, single case design), but the connection to the identified concerns may not be clearly articulated.	The selected interventions are clearly evidence-based (e.g., research literature, functional analysis, single case design) for the identified concerns.
Intervention, 3.3	The selected interventions do not reflect sensitivity to individual differences, resources, classroom practices, and other systems issues. Acceptability of interventions is not verified.	The selected interventions generally reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified.	The selected interventions clearly reflect sensitivity to multiple variables including individual differences, resources, classroom practices, resources, and other relevant system issues. Acceptability of the intervention is verified.
Intervention, 3.4	It does not appear that a collaborative process was used to design the intervention and there is no reporting of the logistics of setting, time, resources, and	It appears that a collaborative process was used to design the intervention and there is reference to the logistics of setting, time, resources, and	It is clear that a collaborative process was used in designing the intervention and the plan reflects the logistics of setting, time, resources, and personnel

	personnel included in the plan.	personnel included in the plan. Some of the aspects of these logistics may be vague or have not been fully considered.	included in the plan.
Intervention, 3.5	No report on the integrity of the intervention is provided.	It is clear that treatment integrity was monitored, but may have been done so intermittently or in an informal manner.	The intervention is monitored and data are provided to ensure that it is implemented as designed.
Evaluation, 4.1	Progress monitoring data are not demonstrated on a chart.	Progress monitoring data are demonstrated on a chart.	Charting includes student performance trend lines, and/or goal lines.
Evaluation, 4.2	The selected interventions are not demonstrated to be effective through data comparison.	The selected interventions appear to be somewhat effective as compared to the baseline data.	The selected interventions are demonstrated to be effective when compared to both baseline data as well as from other sources/settings.
Evaluation, 4.3	Data are not used to inform further problem solving and decision making.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).	Data are used to inform further decision-making through additional analysis including for example, single case design with changing criterion, parametric, component analysis, multiple baseline, and/or alternating treatment.
Evaluation, 4.4	Follow up strategies for transfer/generalization are not addressed.	Follow up strategies for transfer/generalization is addressed.	Follow up strategies for transfer/generalizations are documented as effective.
Evaluation, 4.5	Effectiveness of the interventions are not communicated or	Effectiveness of the interventions is shared through collaboration	Effectiveness of the interventions is shared with other stakeholders

	shared.	with parents, teachers, and other personnel. The presentation of this data does not reflect the use of technology or is perhaps presented through informal strategies.	through the use of technology and from this data, modifications for future interventions are considered.
Professionalism, 5.1	It is not clear that all legal and ethical guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).	All legal and ethical guidelines appear to have been followed in completing this case study.	All legal and ethical guidelines, as well as best practices, have been followed in completing this case study.
Professionalism, 5.2	The final report does not reflect a professional product as there are spelling or grammatical errors and/or the presentation is difficult to follow.	The final report reflects an adequate level of professionalism but might have some errors present.	The final report reflects and exemplary level of professionalism as it is clearly written and free of errors.

Comments:

Total points _____/54

[Students must achieve a minimum of 36 (or an average of 2.0) indicating overall proficiency]

Student Concerns of Treatment by Faculty

All faculty in the Department of School Psychology are obligated to follow the ethical principles of the American Psychological Association (APA). Additionally, the Dean of Students provides comprehensive coverage of the policies relating to student rights. If a student experiences conflict with a faculty member, we first recommend an informal process that is reflected in the following steps. (A complete listing of the steps is available on the Dean of Students website at http://www.unco.edu/dos/communityStandards/policies/resolving_student-faculty_conflict.html)

If the conflict cannot be resolved, we have provided additional information about the Student Academic Appeals process as well as UNC's Discrimination and Sexual Harassment policy.

Step 1. The student who has a specific conflict should first discuss his/her concern with the faculty member. If the student has reasons for not communicating directly with the faculty member, the student may proceed directly to Step 2. However, the student should be prepared to defend his/her decision not to talk directly with the faculty member.

Step 2. After meeting with the faculty member, if the student does not believe that the initial conference has resolved the conflict, a request may be made for a conference with the Program Chair of the student's academic program department. The Chair may confer with both the student and the instructor or anonymity may be requested at this step. If the instructor is the Chair, the student may proceed directly to Step 3.

Step 3. If the student does not believe that the conference at Step 2 has resolved the conflict, a request may be made for a conference with the Chair's academic dean. At this point, the student will be expected to present his/her concerns in writing, and this, along with the student's identity, will be provided to the faculty member in question. However, the dean may decide that anonymity at this stage is appropriate if the faculty member is the Chair.

Student Academic Appeals Process

The procedures outlined below provide an easily implemented means for appealing and resolving disputes concerning an academic decision which a student considers arbitrary, capricious, or contrary to University policy.

- **Arbitrary, capricious:** No discernible relationship between the act or decision complained of and the legitimate interests or considerations affecting or motivating such act or decision; i.e., disparate treatment of persons in essentially identical circumstances.
- **Violations of policy:** Encompasses misinterpretations, misapplication or violations of authorized University policies.

Before initiating these procedures, or between any of the appeals steps outlined below, students may, and are encouraged to seek advice from their academic advisor. It is the

responsibility of the student to initiate the appeals procedure at each level: faculty member, school director or director's designee, dean of the college, Graduate Appeals Officer, and the Academic Appeals Board. If the student fails to pursue the matter in the manner provided in this policy, after the conference with the appropriate individual identified above, the original academic decision will be final. The following procedures reflect an abbreviated outline of the steps of the academic appeals process (see complete policy at <http://www.unco.edu/dos/academicConcerns/academicAppealProcedure.html>)

It is expected that all of the parties involved at each step of the appeals process will make a good faith effort to resolve the issues.

Step 1. Conference with the Faculty Member. The student who has a specific problem or grievance should first arrange a conference to discuss his/her concern with the faculty member who assigned the grade or made the academic decision. The student's appeal should occur by the end of the third week of the following semester, including summer, in which the student is enrolled. The faculty member must inform the student of his or her decision regarding the appeal within 21 calendar days of this required conference. The faculty member must be prepared to defend the decision or action(s) on the basis of University policy or sound academic policy. In matters concerning program area or school policy or procedures, the student should take the problem to the Chair of the faculty member's program (e.g., School Psychology, Counselor Education, or Counseling Psychology). If the faculty member is the Chair, the student should schedule a conference with the faculty member's dean.

Step 2. Conference with the Program Chair. If the student does not believe that the initial conference with the faculty member has resolved the problem, a request may be made for a conference with the Program Chair of the student's academic program. If the is not in the same discipline as the faculty member whose action is being appealed, the Program Chair will coordinate with a faculty member in the same discipline to hear the student's appeal at this level. The student is responsible for initiating this required conference within twenty-one (21) calendar days of the faculty member's response if he or she wishes to pursue the appeal further. The Program Chair shall confer with both student and faculty member. The Program Chair will inform their dean and the student of their decision regarding the student appeal within twenty-one (21) calendar days of this required conference. If the faculty member is the Program Chair, the student should move to three (3) below and schedule a conference with the faculty member's dean.

Step 3. Conference with the Dean. If the student does not believe that the conference with the Program Chair has resolved the problem, the student may request a conference with the dean of the college within twenty-one (21) calendar days after notification of the Program Chair's decision in two (2) above. The dean will issue a written reply to the student, and to the Dean of the Graduate School, within twenty-one (21) calendar days of the conference. An appeal by a student of a recommendation for termination of the student's academic program will be addressed directly to the dean by submitting a letter of intent to appeal by the end of the third week of the semester following the decision. Additional information on the content of the letter of appeal and the process following this step are available at www.unco.edu/dos/handbook/academic_expectations.html.

UNC Discrimination & Sexual Harassment Policy

The following information is from the UNC Student Handbook. For the entire current policy and procedures, please see: <http://www.unco.edu/dos/index.asp>

Non-Discrimination Policy

The University will not engage in unlawful discrimination in employment or educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in employment or educational services on the basis of sexual orientation or political affiliation. The University will take affirmative action to ensure that student applicants and enrolled students are treated during enrollment at the University without regard to race, religion, gender, age, national origin, disability or veteran status. Such affirmative action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; layoff, retirement, or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Furthermore, the University will post in conspicuous places, notice setting forth the provisions of this University's Equal Opportunity Policy.

• **Discrimination** – It is a violation of University Policy to discriminate in the provision of educational or employment opportunities, benefits or privileges; to create discriminatory work or academic conditions; or to use discriminatory evaluative standards in employment or educational settings if the basis of that discriminatory treatment is, in whole or part, the person's race, religion, gender, age, national origin, disability, veteran status, sexual orientation, or political affiliation.

Discrimination of certain types is also legally prohibited by a variety of federal, state and local laws, including the "Colorado Anti-Discrimination Act of 1957, as amended" C.R.S. Section 24-34-101 et.seq. (1973); the Age Discrimination in Employment Act of 1967, 29 U.S.C. Section 621-34; Title VI of the Civil Rights Act of 1964 as amended, 42 U.S.C. Section 2000(d); Title VII of the Civil Rights Act of 1964 as amended, 42 U.S.C. Section 1681; Executive Order 11246 as amended; the Rehabilitation Act of 1973; 29 U.S.C. Section 701; Title IX of the Educational Amendments of 1972 U.S.C. Section 1681, et.seq.; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and/or the Americans with Disabilities Act of 1990. The University Policy is intended to comply with the requirements of these anti-discrimination laws as they may be amended from time to time.

Policy on Sexual Harassment

It is the policy of the Board of Trustees of the University to maintain the University as a place of work, study, and residence, free of sexual harassment and exploitation of its students, faculty, staff, and administrators. Sexual harassment is defined as set forth in 2-2-201(1)(B). Notwithstanding the foregoing, the definitions of discrimination and sexual harassment shall not include conduct, discourse, materials or methodologies which serve legitimate education purposes and are protected by the accepted tenets of academic freedom, the first amendment, or are otherwise constitutionally protected. Violation of this policy is absolutely prohibited on the campus or in relationship to any university programs wherever located. The University is committed to take appropriate action against those who violate the University's policy

prohibiting sexual harassment, including corrective and disciplinary action. In addition, the University will take all reasonable steps to prevent or eliminate sexual harassment by non-employees including customers, clients, and suppliers who are likely to have contact with University students, faculty or employees.

- ***Sexual Harassment*** – The Policy prohibits sexual harassment by any faculty, student, staff, invitee or agent of the University (“University community”).

The University adheres to the Equal Employment Opportunity Commission’s definition of sexual harassment as modified for the University setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, living conditions and/or an academic evaluation;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

DISCRIMINATION REVIEW

- ***Purpose*** – these procedures are designed for the investigation and review of complaints by students, faculty, and staff of discrimination and sexual harassment arising at the University of Northern Colorado, including complaints related to off-campus activities or programs of the University.
- ***Role and Function of the Director of Human Resources & Employee Relations (AA/EEO, Title IX Officer)***. The AA/EEO, Title IX Officer has the primary responsibility of implementing the University’s Equal Opportunity Policy, including antidiscrimination and sexual harassment provisions. The AA/EEO, Title IX Office is authorized to investigate all complaints of sexual harassment and discrimination, frivolous or malicious charges, and any claims of retaliatory acts alleged to have arisen from the university community.

Internal University Procedures for Reviewing Complaints of Discrimination and Sexual Harassment.

In order to trigger an internal review, the complaining party must initiate a complaint of discrimination and/or sexual harassment within thirty (30) days of the alleged discriminatory act(s). The AA/EEO, Title IX Officer will promptly investigate and attempt to resolve any such complaints within either the administrative (employees) or academic (students) frame-work of the University. If a complaint cannot be promptly resolved by the AA/EEO, Title IX Officer, to the satisfaction of the parties within (30) calendar days from the initiation of the complaint with AA/EEO, Title IX Officer, the complainant will be referred by the AA/EEO, Title IX Officer as set forth in subsections (a) and (b) below. The AA/EEO, Title IX Officer’s investigation and attempt at resolution may be extended by thirty (30) days only upon written agreement by both (all) parties and then only for no more than an additional thirty (30) days. For a complete description of procedures to be followed, please see the University Board Policy Manual 2-2-201 et seq.

Nonamorous Dual Relationships Policy

Inappropriate nonamorous dual relationship: Any relationship between a faculty member and a student that extends beyond a traditional, expected student/faculty interaction, and that: (a) interferes with the professor's ability to objectively evaluate the student; (b) favors a student; (c) misleads a student; (d) exploits a student; or (e) adversely affects noninvolved students, colleagues, or programs.

Faculty members of the School of Applied Psychology and Counselor Education recognize the arbitrary nature of dual or multiple relationships with students enrolled in master's and doctoral degree programs. Although codes of ethics provide instruction, they cannot address each situation; indeed many factors must be considered at individual, dyadic, and group levels.

Of paramount concern to the faculty members is the possible misperception or interpretation of behaviors in which we engage, as well as unforeseen risks to students, colleagues and programs. We recognize the importance of modeling as well as teaching and verbally promoting the highest ethical and professional behavior.

We also recognize the human tendency to view ourselves differently than those who may observe us. This natural phenomenon, combined with the hierarchical nature of faculty and student relationships, demands judicious and consistent attention.

To guide choices about relationships and activities with graduate students, decision-making materials are provided. With the adoption of this policy, faculty members agree to examine questionable relationships using the Dual Relationship Decision-Making Guide. Faculty members further agree to modify behavior, based on the results of the examination, in order to maintain and model ethical practice.

Adapted from:

Biaggio, M., Paget, T. L., & Chenoweth, M. S. (1997). A model for ethical management of faculty-student dual relationships. *Professional Psychology, Research and Practice, 28*, 184-189.

Blevins-Knabe, B. (1992). The ethics of dual relationships in higher education. *Ethics & Behavior, 2*, 151-163.

Burian, B. K., & Slimp, A. O. (2000). Social dual-role relationships during internship: A decision-making model. *Professional Psychology: Research and Practice, 31*, 332-338.

Dual Relationship Decision-Making Guide Instructions

This guide is intended to facilitate examination of relationships with students. The process may be initiated by a faculty member who is concerned about his or her relationship with a student, or by a faculty member who is concerned about a colleague's relationships.

Any colleague who is uncertain about the appropriateness of his or her own relationship with a student may use the guide to determine if the relationship in question is potentially problematic. Likewise, if a faculty member has concerns about relationships of other faculty members, the person with the concern should respectfully dialogue with the faculty member in question and request that the decision-making process be followed (i.e., use the tools and change behavior if indicated). If the decision-making process is not instituted at that point, the faculty member with the concern should approach the School Director, who will ask that the faculty member in question follow the decision-making process. If no resolution is obtained, the situation will be brought to the attention of the APCE Ethics Committee. Relevant APCE Ethics Committee procedures will then be followed.

Dual Relationship Decision-Making Guide

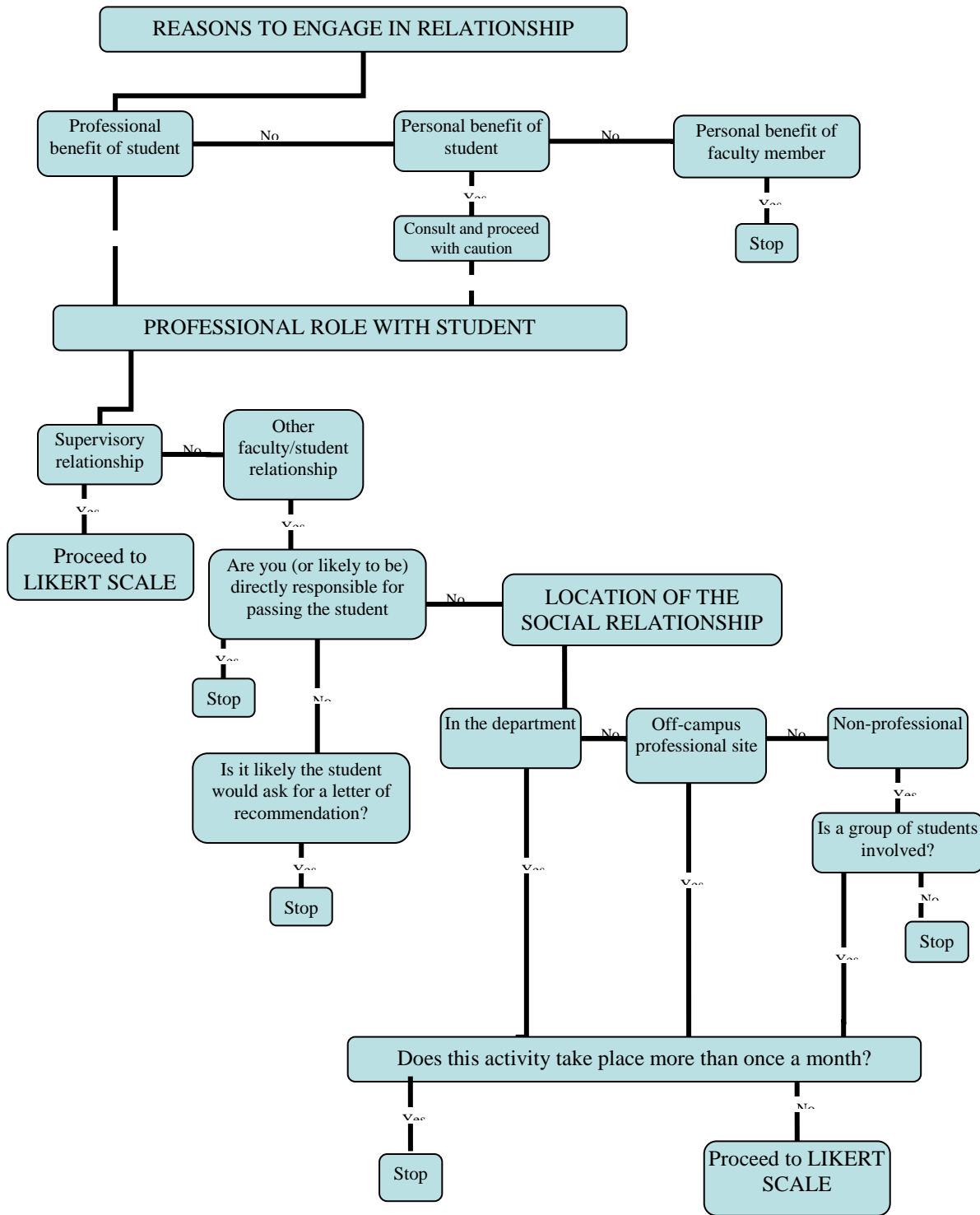
Part I is to be completed by the faculty member whose relationship with a student is in question. Results of Part I will lead to one of the following recommendations: 1) discontinue the relationship (or inappropriate aspects thereof); or 2) continue examination of the relationship using Part II of the Guide.

Part II should be completed in consultation with the School Director, as well as a colleague who is not directly involved with the relationship in question (e.g., APCE Ethics Committee). A rating of 4 or 5 on any item evidences the need to modify or end the relationship.

Note: When in doubt about any relationship, consult with the School Director.

Dual Relationships Decision Making Guide

Part 1



Dual Relationship Decision-Making Guide Part II

As a result of this relationship . . .

1. The student in the relationship is developing

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Competence Dependence

2. Other students are observing or experiencing

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Equitable Inequitable
treatment treatment

3. The student in the relationship is

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Free to refuse Not free to
without refuse without
anticipated anticipated
repercussions repercussions

4. Opportunities for the other students to access faculty member's commensurate level of attention are

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Equal and Unequal and
equitable inequitable

5. The faculty member's ability to evaluate the student is

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Objective and Impaired and
unencumbered influenced by
by the relationship the relationship

6. The impact of the relationship on other faculty members is likely to be

1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Nonexistent or positive Negative

Student Review and Retention Policy and Procedures Faculty and Student Manual

School of Applied Psychology and Counselor Education
University of Northern Colorado
Greeley, Colorado 80639

This document was reviewed by University of Northern Colorado Council in January, 2007

Student Review and Retention Policy Document

Review and Retention Committee

The Review and Retention Committee of the School of Applied Psychology and Counselor Education, appointed by the School Director, will be a standing committee consisting of faculty from the three training programs within the Division (Counseling Psychology, Counselor Education and Supervision, and School Psychology). The committee will consist of three members, one serving as the chairperson of the committee. Membership may be variable depending upon potential conflict of interest situations of a member, or members, with a student under review. The committee does not include the student's advisor. In situations where the advisor is a standing member of the Review and Retention Committee, a designee from that faculty member's program will be appointed.

The purpose of the Review and Retention Committee will be to oversee and coordinate the review and retention recommendations concerning students brought forth to the committee by program faculty in the School. The committee will review all remediation recommendations for students and will have recommending authority over such recommendations. The committee will have recommending authority over remediation plans for students as well as recommending authority for dismissal recommendations of students from any training program within the School.

Purposes of Student Evaluation

Faculty members in the School of Applied Psychology and Counselor Education are responsible for the evaluation of students in the professional training programs in the School. The purposes of student evaluation are to:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Recommend avenues of remediation for students to demonstrate acceptable standards of practice;
5. Monitor and evaluate student efforts to achieve acceptable standards of practice;
6. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
7. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.

Faculty Recommendation Options Following Student Review

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about students. Comments and concerns expressed by the program faculty will be recorded by each student's advisor. Although each program will determine its own process for managing student concerns, it is recommended that program faculty attempt to work with the student first (e.g., discussion with student, behavioral contract) prior to referring to the Review and Retention Committee, if that action is deemed appropriate. For each student, the program faculty will recommend one of the following:

- 1) Continuation in the Training Program
 - a) Student progress satisfactory. No concerns expressed by faculty.
 - b) Evaluative feedback will be provided to the student by his or her advisor.
- 2) Continuation in the Training Program with Attention to Specified Faculty Concerns

- a) Some concerns expressed by faculty with the expectation that the student can make improvements with minimal effort.
 - b) Evaluative feedback will be provided to the student by his or her advisor.
 - c) The next program faculty review of students will examine whether the identified student has improved.
- 3) Continuation in the Training Program in Probationary Status and Formal Remediation Specified
- a) Noted concerns are judged by program faculty as serious enough to inhibit the student from performing competent professional services if not corrected.
 - b) Faculty concerns will be recorded by the student's advisor.
 - c) A recommendation of probation and remediation, with supporting documentation (for example, a letter to the Review and Retention Committee specifying the faculty concerns, faculty evaluations, information regarding steps already taken to remediate the behavior, practicum evaluations, etc.) will be forwarded by the Program Coordinator to the Review and Retention Committee.
 - d) Steps outlined in Section A of the Student Review and Retention Procedures will be followed.
 - e) The following are decisions made following initial remediation attempts.
 - (1) Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation (students on probation ONLY):
 - a) Faculty review of the student's demonstrated progress of remediation indicates the student has not sufficiently achieved his or her remediation goals but progress is judged sufficient enough that, with additional time and effort, the student can achieve the goals.
 - b) The student's advisor will record faculty comments and concerns.
 - (2) The Program Coordinator will forward the recommendation, with supporting materials, to the Review and Retention Committee.
 - a) The steps in Section B of the Student Review and Retention Procedures will be followed.
- 4) Voluntary Resignation from the Training Program (students on probation ONLY):
- a) Faculty concerns are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
 - b) Faculty concerns will be recorded by the student's advisor.
 - i) A recommendation calling for voluntary resignation of the student from the training program will be forwarded to the Review and Retention Committee by the Program Coordinator. Supporting material will be provided to the Review and Retention Committee.
 - ii) The steps provided in Section C of the Student Review and Retention Procedures will be followed.
- 5) Dismissal from the Training Program
- a) Following a review of a student's probation and remediation progress (Sections A and B of the Student Review and Retention Procedures) the program faculty judge the student has not demonstrated an ability to provide competent professional services, and is

- unlikely to do so in the near future, a recommendation of dismissal from the training program is made.
- b) The student's advisor will record the concerns of the faculty.
 - c) The Program Coordinator will forward the dismissal recommendation to the Review and Retention Committee, with supporting materials.
 - d) The steps in Section D of the Student Review and Retention Procedures will be followed.
- 6) Immediate Dismissal from the Training Program
- a) The faculty of the training program judge a student's behavior as sufficiently egregious enough to warrant immediate dismissal from the training program, the faculty will recommend immediate dismissal of the student.
 - b) The student's advisor will record the expressed concerns of the faculty.
 - c) The Program Coordinator will forward the recommendation to the Review and Retention Committee.
 - d) The steps in Section E of the Student Review and Retention Procedures will be followed.

Confidentiality

Faculty comments and concerns regarding a student under review will be made in "executive session" and will be recorded anonymously. These comments and concerns of students will be reported to students in such a manner that faculty identity will not be revealed.

Faculty concerns and comments about a student will be only provided to the specific student and will not to other students. Additionally, the faculty concerns and comments must be provided to the Review and Retention Committee who will be responsible for maintaining the confidentiality of the information.

Confidentiality of the information will be limited by the following situations:

1. If there is immediate danger of violence to an identifiable person (either the student or others).
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation of the student.
3. If the student initiates legal action against the faculty recommendation regarding the student's status in the training program.
4. If a legal action is initiated in which the evaluation of a student's status in the training program is a point of concern.

Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken should be recorded in writing. The documentation should be signed, dated, and maintained in secure storage. Access to the documentation and supportive materials should be limited to only those who have authority to the information.

Review and Retention Committee Meetings

All Review and Retention Committee meetings, or parts thereof, which deal specifically with review and consideration of a student's program status, are to be held in "executive session." Only those decisions of the Committee made in "executive session" regarding a student's program status are to be recorded and reported to specified persons as provided in the Student Review and Retention Procedures.

Those Committee meetings, or parts thereof, which deal with general business or procedures will be recorded in the minutes of the meetings. These minutes will be available to faculty and the public at large.

Only program faculty, members of the Review and Retention Committee or its designee, the student, and a person chosen by the student may attend the scheduled meeting in which the student presents his or her case. No other persons may attend the meeting without specific authorization from the program faculty.

In the event a Review and Retention committee member is the faculty advisor of the student being referred to Review and Retention, another faculty member will be assigned to the committee.

Student Review and Retention Procedural Document

Preamble

Successful completion of a program of study in the School of Applied Psychology and Counselor Education is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs. The evaluation procedures serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.
2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but with weaknesses in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the School of Applied Psychology and Counselor Education enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in "executive session." At that time, any questions about students may be raised for program faculty consideration.

Additionally, a program faculty meeting is set aside for annual student review. At this meeting, the progress of all students in the program is assessed. See *Faculty Recommendation Options Following Student Review* section in the Review and Retention Policy section of the manual for faculty recommendation options following annual review. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor to receive feedback and to identify appropriate remediation procedures expected of the student.

1. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practical internships, and internships), it is recommended that the program faculty first work with the student to remediate these concerns through feedback, discussion, student behavioral contracts, etc. If this is not successful, a referral to the Review and Retention Committee is appropriate. The following outlines the steps to be taken dependent upon the recommendation of the program faculty and the Review and Retention Committee: Probation and

Remediation (Section A), Voluntary Resignation (Section B), Dismissal from the Program (Section C), and Immediate Dismissal (Section D).

A. Probation and Remediation in the Training Program

If, after review of a student's progress and behavior in his or her training program, the program faculty determines the student is in need of remediation, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student be placed on probation. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding probation and remediation. If the Review and Retention Committee disagrees with the faculty's recommendation to place a student on probation and remediation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. If the joint recommendation of the program faculty and the Review and Retention Committee is that the student be placed on probation and remediation (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), the chairperson of the Review and Retention Committee will notify the student, in writing, that the student has been placed on probation within the training program. The written notice will request the student to make an appointment with his or her advisor and the Review and Retention Committee, or a representative of the Review and Retention Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to go over procedures that will be used regarding the probation. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.
4. The faculty advisor and the Review and Retention Committee, or its designee, will meet with the student and inform the student of the identified problem areas noted by the faculty and give the student as opportunity to explain their behavior or the circumstances surrounding the concerns.

5. The student, the student's advisor, and the Review and Retention Committee, or its designee, will develop a plan for remediation of the student's behavior. This plan will:
 - a. Behaviorally define the student's problem areas,
 - b. Identify the expected behavior patterns or goals,
 - c. Specify possible methods that could be used to reach these goals, which may include, but are not limited to:
 - (1) counseling,
 - (2) self-structured behavioral change,
 - (3) additional academic course work or practical field experiences
 - d. Designate a way in which the goal attainments will be demonstrated and to what degree,
 - e. Designate a date for goal attainment and reevaluation.
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the Review and Retention Committee.
7. Copies of the plan for remediation are to be signed and dated by the student, the student's advisor, and the chairperson of the Review and Retention Committee.
8. A signed and dated copy of the plan is to be placed in the student's file in the main office; the student is to retain one copy.
9. Near the date for reevaluation (date will be specified in the remediation plan), the student will present to his or her advisor any available documentation of his or her progress in relation to the remediation plan. In addition, the student will request from the faculty with whom he or she has currently been working or has had classes with, an evaluation of his or her progress on the student review feedback forms (see Appendix A). The completed forms will be returned to the chair of the Review and Retention Committee.
10. At or near the date for reevaluation and following return of student review forms, the student's progress or lack thereof will be reviewed by the Review and Retention Committee. The review will include an examination of the faculty evaluations and any additional documentation.
11. At the Review and Retention meeting in which the student's progress or lack of it is reviewed, the committee has four recommendation options. These options are considered and recommendations made with consultation between the Review and Retention Committee and the program faculty.
 - a. Continuation in the Program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.

- b. Continued Probation and Remediation: If progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion (see Section B).
 - c. Voluntary Resignation: Recommend the student resign from the program (see Section C).
 - d. Dismissal from the Program: If the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future (see Section D).
12. The student will be notified in writing by the chairperson of the Review and Retention Committee of the reevaluation decision and will request that the student make an appointment with his or her advisor and the Review and Retention Committee, or a member of the Review and Retention Committee, for feedback concerning the decision.
 13. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the main office.

B. Continued Probation and Remediation

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown some progress, the condition of probation and remediation may be continued. In such case the steps in Section A (above), as appropriate, will be followed.

C. Voluntary Resignation from the Training Program

If, in the professional judgment of the Review and Retention Committee in consultation with the program faculty, a student's behavior is judged severe enough or the student has not made adequate progress to warrant dismissal from the training program, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding voluntary resignation. If the Review and Retention Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not

consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.

3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend voluntary resignation, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
4. The student will be informed, in writing, of this decision by the School Director. In the notification, the student will be requested to voluntarily resign from the training program within ten (10) days. The student will also be informed that he or she may meet with the School Director to discuss the dismissal recommendation and the available University appeals procedures. Regardless of the student's decision (to voluntarily resign or to initiate the University appeals process), he or she must inform the Review and Retention Committee in writing by submitting a letter to the chair of the committee. If the student decides to pursue an appeal, they will remain a student in the program until resolution of the appeal.
5. Copies of the notification will be provided to the Dean of the Graduate School of the University of Northern Colorado, the Dean of the College of Education and Behavioral Sciences, and the student's file in the main office.
6. If the student fails to voluntarily resign from the training program, Section E procedures will be followed.

D. Dismissal from the Training Program

If, in the professional judgment of the program faculty and the Retention and Review Committee, the student has failed to attain the behavioral goals specified in his or her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious as to forego remediation efforts, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

- 7) The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
- 8) The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention Committee disagrees with the faculty's

recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.

- 9) When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
- 10) Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the main office.
- 11) In the written notification of the dismissal recommendation, the student will be informed that he or she has ten (10) days in which to submit a written request for a meeting with the program faculty to present his or her case to the faculty, if the student chooses.
- 12) Upon receipt of a written request from the student petitioning a meeting with the program faculty, a program faculty meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student the opportunity to present his or her case to the program faculty and the Review and Retention Committee, or a representative of the Review and Retention Committee. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.
- 13) If the student fails to attend this meeting, a dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.
- 14) Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
 - a) Review the student's progress in the program,
 - b) Review the student's behaviors as related to expected professional and personal behaviors,
 - c) Render a decision as to whether the dismissal recommendation is to be upheld. Decisions options are:
 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).

- Dismissal decision not upheld; student no longer requires probation and remediation.
- 15) If the joint recommendation from both the program faculty and the Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
 - 16) Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the dismissal recommendation and be advised of the University appeals procedures.
 - 17) The School Director will forward a formal dismissal recommendation to the Dean of the Graduate School of the University of Northern Colorado and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the School office.
 - 18) If the student is not satisfied with the dismissal recommendation of the program faculty and the Review and Retention Committee, the appeals procedures of the University of Northern Colorado are available to the student.

E. Immediate Dismissal from the Training Program

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student's behavior is judged severe enough to warrant immediate dismissal (no remediation plan is warranted as student behavior is so egregious as to warrant immediate dismissal) from the training program, and if the student fails to voluntarily resign from the training program within ten (10) days as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be immediately dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in

- writing to the School Director. The School Director will be responsible for resolving the matter.
3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend immediate dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
 4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the School office.
 5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has ten (10) days in which to request, in writing, a meeting with the program faculty and Review and Retention Committee to present his or her case, if the student chooses.
 6. Upon receipt of a written request from the student petitioning a meeting with the program faculty and Review and Retention Committee, or a member of the Review and Retention Committee, a meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student with the opportunity to present his or her case. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.
 7. If the student fails to attend the program faculty meeting, an immediate dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.
 8. Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
 - (1) Review the student's progress in the program,
 - (2) Review the student's behaviors as related to expected professional and personal behaviors,
 - (3) Render a decision as to whether the dismissal recommendation is to be upheld.

Decisions options are:

 - a) Dismissal decision upheld, steps continue as outlined below.
 - b) Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).

- c) Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
 10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.
 11. The School Director will forward a formal immediate dismissal recommendation to the Dean of the Graduate School of the University of Northern Colorado and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the School office.
 12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.