

UNIVERSITY *of*
NORTHERN COLORADO



Student Handbook

Ph.D. in
School Psychology

Revised Summer 2013

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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 Department of School Psychology 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 <http://unco.smartcatalogiq.com/current/Graduate-Catalog.aspx>) 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

The Ph.D. program is fully accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to:

Commission on Accreditation

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street NE

Washington, DC 20002

Phone: (202) 336-5979

E-mail: apaaccred@apa.org, Web: www.apa.org/ed/accreditation

The program is also approved by the National Association of School Psychologists. According to the Commission on the Recognition of Specialties in Professional Psychology (CRSPP) Specialty Description of School Psychology, school psychology is the “science and practice of psychology with children, youth, families, learners of all ages, and the schooling process” (CRSPP, 2012). 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” (CRSPP, 2012; <http://www.apa.org/ed/graduate/specialize/school.aspx>).

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 exposure to and practice with a variety of empirical methods. Students who successfully complete the PhD are eligible for state department licensure as a school psychologist. With additional supervision, graduates are able to obtain licensure as a psychologist through the state licensing agencies. Graduates may also be qualified to assume positions as university professors, educational evaluators, and private consultants.

An important value of the school psychology program is a focus on responsive practices as related to diversity and individual differences in our efforts to recruit, retain, educate, and supervise candidates. Our program supports an inclusive learning environment where diversity is “understood, respected, appreciated, and recognized as a source of strength” as consistent with our College of Education and Behavioral Sciences (CEBS) inclusivity statement. We expect all students and faculty to respect differences and thoughtfully reflect on how others’ perspectives, behaviors, and worldviews may be different from their own.

Because the program shares a location and resources with Counseling Psychology and Counselor Education and Supervision, students have the opportunity to work closely with students and faculty from these other disciplines. 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). NCSP 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.

School Psychology Faculty

Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor and Chair of the Department 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 recently served as a consultant on a federal grant training students to serve children with traumatic brain injury. She serves on the editorial board the Journal of Educational and Psychological Consultation. Dr. Athanasiou is currently working with colleague, Dr. Koehler-Hak, on the development of a curriculum-based measure of written expression for young 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 at the University of Northern Colorado. A graduate of the Ohio State University, he has been a faculty member at the University of Northern Colorado since 1990. His teaching and research interests include psychological and educational assessment, measurement, computer applications in psychology, and program evaluation. He has published many articles and presented over 120 papers and workshops at national and international conferences. He is the co-author of the Behavior Intervention Monitoring Assessment System (BIMAS; McDougal, Bardos & Meier, 2011), co-author of the Reading Competency Scales (RCI; Bardos & Naglieri, in press), author of the Basic Achievement Skills Inventory (BASI-Comprehensive Bardos, 2004) a multilevel achievement test and the BASI-Verbal & Math Skills Survey (BASI: Survey, 2004). He also 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). Dr. Bardos consulted in the development of other intelligence and personality tests. For more information about Dr. Bardos professional activities please visit his web site at www.achillesbardos.com

Dr. John Mark Froiland

John Mark Froiland, Ph.D., is an Assistant Professor of School Psychology at UNC. Dr. Froiland earned his Ph.D. at Michigan State University, where he developed expertise in promoting autonomous 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 mental health. Prior to joining the faculty at UNC, Dr. Froiland was a USDE Institute of Education Sciences Postdoctoral Fellow for two years in the Department of Human 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 created Problem-Solving for Success with Cross-Cross Country Education, Inc. with whom he provided multiple APA approved full day seminars for psychologists, family therapists and social workers. Dr. Froiland is on the Editorial Boards of Educational Psychology (London: Taylor & Francis), School Psychology International (London: Sage), Contemporary School Psychology (Sacramento: CASP) and School Psychology Forum (DC: NASP). Some of his recent publications can be

found in Child and Youth Care Forum, Journal of Attention Disorders, School Psychology International, Psychology in the Schools, Educational Psychology, Sociology of Education: An A-to-Z Guide and The Elementary School Journal.

Dr. Robyn S. Hess

Dr. Hess is a Professor of School Psychology. 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 The Journal of Special Education. She has co-written two books, Counseling Children and Adolescents in Schools and Public Health Problem-Solving to Address Children's Mental Health Needs. Dr. Hess is actively involved in different school psychology professional organizations in her roles as Chair of the School Psychology Specialty Council, Chair-Elect of the American Academy of School Psychology, and Co-Chair of the School Psychology Leadership Roundtable. Dr. Hess is board certified in the area of school psychology by the American Board of Professional Psychology (ABPP), is a licensed psychologist, and is a licensed school psychologist in Colorado.

Dr. Kathrine M. Koehler-Hak

Dr. Koehler-Hak is Assistant Professor of school psychology. She received a Ph.D. in school psychology from University of Oregon 1996 and an MA in psychology with an emphasis in counseling from Pepperdine University in 1991. Prior to teaching at UNC, Dr. Koehler-Hak worked for 13 years as a school psychologist in the public schools. She provided leadership for the incorporation of a Response to Intervention model (RTI) including staff development for data collection and use of local norms. Her interests are in the school psychologist's role in developing and providing effective instruction and curricula for children with diverse learning needs. Specifically, Dr. Koehler-Hak is researching and developing the Written Expression Monitoring System for Young Children (WEMSYS) for kindergarten – 2nd graders. Additionally, Dr. Koehler-Hak provides community service and conducts research in the development of social competence for children and adolescents with Autism Spectrum Disorders. She is a Nationally Certified School Psychologist, a licensed school psychologist, and a licensed psychologist in Colorado.

Campus Community

UNC is located in Greeley, Colorado. The population of Greeley is about 90,000, with a strong tradition of agriculture and ethnic diversity. Greeley has many opportunities for entertainment, including numerous restaurants, musical and theatrical productions by UNC's highly-ranked College of Performance and Visual Arts, and community events throughout the year. Greeley also has many opportunities for outdoor pursuits, including over 30 parks and over 20 miles of trails for hiking and cycling. Within an hour's drive of Greeley are the exciting communities of Denver, Boulder and Fort Collins, as well as the beautiful mountain community of Estes Park and Rocky Mountain National Park. The Denver metropolitan area, with a population of 2.5 million, is home to seven professional sports teams and one of the largest performing arts districts in the United States. Within several hours' drive are abundant world-renowned ski resorts and exquisite mountain communities.

UNC has about 10,000 undergraduate and 2,000 graduate students and is classified as a Doctoral/Research University by the Carnegie Foundation. The graduate school offers over 100 degree programs. At UNC, graduate classes are kept small, and faculty members pursue excellence in both teaching and research. UNC was founded in 1889 as one of the earlier and more prominent teacher training schools. In fact, early on it was the most famous teaching training college in the Western United States, often called the "Columbia of the West." The university continues to be a beacon of educational change, offering many unique educational opportunities.

The history of graduate education in psychology at UNC dates back to 1910 when the first graduate courses were offered in psychology. Three years later, a formal master's degree program was developed. The Educational Research program was organized in 1924, encouraging further seminal work in education. On January 15, 1929, permission was granted to offer a doctoral degree in Educational Psychology. For three decades, only minor changes were made to this degree. For the first time in 1963, the UNC Bulletin described the Ed.D. in Educational Psychology and Guidance as offering specialized training in school psychology. The Program was now officially training doctoral level school psychologists. The knowledge base in school psychology continued to grow, and in 1973 the first Ed.D. degree was offered in school psychology. In 1981, the doctoral program in School Psychology obtained accreditation from the American Psychological Association. Shortly thereafter, the degree was changed to a Ph.D. to reflect an emphasis on both research and practice. UNC has a long history of emphasizing both research and practical application of skills. The Psychological Services Clinic was founded in 1908, allowing students the opportunity to provide physical and mental examinations of school children. The Clinic continues to operate today.

Student Admissions, Outcomes, and Other Data

These data reflect the status of the PhD School Psychology through the end of Summer 2013. This information can also be found on the program's website at http://www.unco.edu/cebs/schoolpsych/phd_psychology/APADisclosureInformation.pdf and is updated each year on October 1.

The doctoral program in School Psychology is completed in an average of 5.1 years (median = 5 years) for all students. Those students who enter with advanced degrees or coursework may complete their programs in less than 5 years. Students who enter with Advanced Degrees from programs from other than UNC, may be allowed to waive certain courses if they have completed similar courses within the past five years (See Course Waiver policy: http://www.unco.edu/cebs/SchoolPsych/phd_psychology/2013_docs/Course%20Waiver%20Form.pdf). Students who are accepted from the UNC EdS program in School Psychology are expected to complete all courses consistent with the UNC PhD program in School Psychology.

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred															
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Total	
Total number of students with doctoral degree conferred on transcript	4		5		9		12		4		6		5		45	
Mean number of years to complete the program	4.8		5.3		5.4		5.3		4.4		5.6		4.2		5.1	
Median number of years to complete the program	4.8		5		4.7		5.3		3.3		5		4.7		5	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	2	50	2	40	5	56	4	33	3	75	2	33	3	60	21	47
Students in 5 years	1	25	2	40	0	0	3	25	0	0	2	33	2	40	10	22
Students in 6 years	1	25	0	0	1	11	3	25	0	0	1	17	0	0	6	13
Students in 7 years	0	0	0	0	1	11	2	17	0	0	0	0	0	0	3	7
Students in more than 7 years	0	0	1	20	2	22	0	0	1	25	1	17	0	0	5	11

Program Costs

The cost of attending UNC varies depending on residency status. The information in the table provided below represents three semesters (Fall, Spring, Summer) of tuition, both in-state and out-of-state. The Ph.D. program is a member of Western Interstate Commission for Higher Education (WICHE). If you live in one of the Western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, or Wyoming), you may qualify for in-state tuition. Applicants who reside in other states may obtain Colorado residency after one year.

Program Costs

Description	2013-2014 1 st -year Cohort Cost
Tuition for full-time students (in-state)	15066
Tuition for full-time students (out-of-state)	31698
Tuition per credit hour for part-time students (<i>if applicable</i>)	558 (in-state)
University/institution fees or costs	1769
Additional estimated fees or costs to students (e.g. books, travel, etc.)	1225

Attrition

Upon admission, students are matched with a program advisor and a student mentor to provide support. Faculty work very hard to support students and guide them toward successful completion of their degrees. During the last 7 years, our attrition rate has been 11.9% (7 out of 59 students).

Attrition

Variable	Year of First Enrollment													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	8	-	6	-	12	-	7	-	10	-	8	-	8	-
Students whose doctoral degrees were conferred on their transcripts	5	63	5	83	4	33	1	14	2	20	0	0	0	0
Students still enrolled in program	1	13	0	0	6	50	5	71	7	70	8	100	8	100
Students no longer enrolled for any reason other than conferral of doctoral degree	2	25	1	17	2	17	1	14	1	10	0	0	0	0

Licensure

After completing the degree, students are eligible to license as School Psychologists with the state Department of Education. 98% of our students have obtained this licensure/certification. With additional supervision and successful completion of the EPPP, students are eligible to obtain licensure as psychologists. Between 2003-2011, 26% of our students had obtained this licensure. However, in the past year (2012-13), 4 additional students became licensed psychologists representing a total of 31% of our graduates in the past 10 years.

Licensure

Outcome	2003-2004 to 2010-2011
Total number of students with doctoral degrees conferred on transcript in time period	54
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	14
Licensure percentage	26%

Internships

Our doctoral students have successfully completed internships in a number of different sites across the country. The majority of our doctoral students pursue school-based internships which are typically paid with a small stipend. About one-third of our students pursue APA internships and have been successful, with a placement rate of about 81.3% (2005-2010).

Internship Placement - Table 1

Outcome	Year Applied for Internship													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	6	-	8	-	10	-	6	-	7	-	4	-	6	-
Students who obtained internships	6	100	8	100	10	100	6	100	6	86	4	100	6	100
Students who obtained APA/CPA-accredited internships	1	17	1	13	6	60	2	33	2	29	0	0	2	33
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	5	83	7	88	4	40	4	67	4	57	4	100	4	67

*This includes students that withdrew from the internship application process

Internship Placement - Table 2

Outcome	Year Applied for Internship													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	6	100	8	100	10	100	6	100	6	86	4	100	6	100
Students who obtained paid internships	6	100	8	100	10	100	6	100	6	86	4	100	6	100
Students who obtained half-time internships* (<i>if applicable</i>)		0		0		0		0		0		0	0	0

*Should only include students that applied for internship and are included in the number that "sought or applied for internship" from "Internship Placement - Table 1" for each year.

Ph.D. School Psychology 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: Students will have a broad and general understanding of the theoretical and conceptual foundations of psychology.

Objective 1.1: Students will have a broad understanding of the foundational scientific principles underlying the biological, cognitive, affective, and social bases of behavior.

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

Expected Competencies:

1.1a. Demonstrate knowledge of theories and relevant research underlying the biological, cognitive, affective, and social bases of behavior.

1.1b. Apply knowledge of these bases of behavior to improve social, emotional, behavioral, and educational outcomes.

1.1c. Demonstrate skill in measuring these bases of behavior from infancy to adulthood.

1.2a. Demonstrate knowledge of theories and relevant research underlying human development.

1.2b. Adapt psychological practices to developmentally appropriate levels that meet the needs of the individual.

Goal 2: Students will be able to implement systemic and consultative interventions in school psychology.

Objective 2.1: Students will have knowledge of the systemic nature of schools and other settings.

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 plan for and effectively provide prevention and intervention services, including crisis response, at the systemic level.

Expected Competencies:

2.1a: Demonstrate knowledge of various systems (e.g., family, school, community) and the complex systems-level interactions both within and across these settings.

2.2a: Demonstrate knowledge of various consultative and collaborative approaches.

2.2b: Demonstrate skill in implementing effective consultation with families, school personnel, and systems.

2.3a: Demonstrate ability to implement effective systemic prevention or intervention programs (including crisis response).

2.3b: Demonstrate skills in evaluating the effectiveness of consultation and other indirect services (e.g., systemic intervention).

Goal 3: Students will demonstrate knowledge and skills in comprehensive assessment for the purpose of understanding challenges, developing interventions, and measuring change.

Objective 3.1: Students will demonstrate knowledge and skill in using a variety of formal and informal methods to assess different domains (e.g., cognitive, academic, behavior, environment).

Objective 3.2: Students will be able to use assessment results to develop appropriate recommendations and intervention programming.

Objective 3.3: Students will demonstrate knowledge and skill in program evaluation.

Expected Competencies:

3.1a: Demonstrate skill in administering and scoring a variety of cognitive, behavioral, academic, and environmental measures.

3.2a: Interpret and report assessment results for the purpose of intervention recommendations and planning.

3.3a: Demonstrate knowledge and skill in measuring intervention and/or program outcomes.

Goal 4: Students will be able to skillfully provide direct psychological services.

Objective 4.1: Students are knowledgeable about and able to select appropriate evidence-based interventions.

Objective 4.2: Students are able to effectively provide evidence-based direct services to children and youth in schools and other settings.

Expected Competencies:

4.1a: Demonstrate knowledge of evidence-based preventive and remedial interventions for specific problems particularly prevalent among children and adolescents.

4.1b: Demonstrate skill in identifying individuals or groups who may benefit from intervention services.

4.2a: Select appropriate evidence-based intervention strategies that reflect an understanding of relevant client and setting variables.

4.2b: Demonstrate skill in delivering individual and/or group therapeutic and preventive interventions.

Goal 5: Students will be 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.

Expected Competencies:

5.1a: Demonstrate understanding and adherence to legal and ethical standards as applied to psychological research and practice.

5.2a: Demonstrate ability to recognize and understand the factors that contribute to individual differences, including ability, culture, SES, sexual orientation, and language.

5.2b: Demonstrate skill in culturally responsive practice (e.g., consultation, assessment, intervention) that reflects adherence to legal and ethical standards.

5.3a: Demonstrate commitment to ongoing professional preparation and leadership through association memberships, participation in additional professional development activities, and pursuit of psychological licensure.

Goal 6: Students will be 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.

Expected Competencies:

6.1a: Demonstrate skill in evaluating the quality of, and the ability to effectively use, current research in the field of school psychology.

6.2a: 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.

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 the first two 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.

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 selecting your classes for each semester and preparing a plan of study. You may wish to change your advisor as you select a dissertation research topic in order to work with a faculty member who has expertise related to that area. 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/cebs/schoolpsych/phd_psychology/phd_links.html

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/grad/new_current/registration/index.html

You will register using your URSA account (the first half of your Bearmail address). Further instructions were included in your Graduate School Acceptance Letter, and you may also call the Help Desk at (970) 351-4357 if you would like further assistance.

Directed Studies: The directed study course provides an opportunity for a qualified student to receive university credit for 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 Credit: Doctoral students without a master's degree must complete 64 of the 94 required credits at UNC for a doctoral degree. If the program requirements exceed the 94 credit minimum, students may be allowed to transfer additional credits, as determined by their advisor. 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. All program requirements, including transfer work, must be completed within the time limits of the program (i.e., 6 years for the specialist degree or 8 years for the doctoral degree).

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. Certain courses may not be waived. Complete information on this policy is available 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 one of two procedures. 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. For some required classes, it is more efficient to assign students to sections of the course. Students are assigned to sections of APCE 644, 646, 648, 738 and 618 when there are multiple sections offered in a given year.

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.

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 at:

<http://www.unco.edu/dos/communityStandards/policies/index.html>

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.

Fingerprinting: All students should be fingerprinted during the first semester of the program. Fingerprints will be sent to the Colorado Department of Education and filed with the Colorado Bureau of Investigators. The College of Education and Behavioral Sciences offers several Fingerprint Fairs every semester, where students can have their fingerprints taken and sent to CDE for a reduced rate (\$10). Dates and locations will be announced through posters throughout McKee, as well as emails sent through the listserv and the SPSO website.

School Psychology Listserv: All school psychology students are required to join the APCE (global) listserv and school psychology listserv. Give your email address to one of the office staff and they will see that your name is added. The listserv is the most efficient way to distribute information such as class schedules, deadlines, and registration information. Additional listservs exist for each of the off-campus cohorts and provide information specific to scheduling, deadlines, etc. for each cohort. If your email changes, please let office staff know so that you can continue to receive these important emails.

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 the Colorado Society of School Psychologists and the student organization of Division 16 (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.

Financial Aid: The Office of Financial Aid offers a variety of funding options including grants, scholarships and loans. Students must have a UNC Universal Scholarship Application completed in December/January in order to be eligible for a number of different scholarships. <http://www.unco.edu/ofa/overview/index.asp>

Graduate Student Association: The Graduate Student Association (GSA) is open to all graduate students. Officers are elected annually from the total graduate student membership. The GSA plans professional and social activities, provides funding for conference attendance, 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 22 for a detailed description of officer duties. Also see the SPSO website for important dates, info, and resources: <http://sites.google.com/site/uncschoolpsych/>

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.

Psychological Services Clinic. The Psychological Services Clinic is a unit shared by School Psychology, Counseling Psychology, and Counselor Education and Supervision that provides psychological services to members of the community at large. The Clinic provides graduate students with counseling and assessment experience and supervision from licensed professional counselors and licensed psychologists.

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.

Diagnostic Materials Library: A Diagnostic Materials Library (DML) is shared with the departments of School Psychology, Counseling Psychology, and Counselor Education and Supervision. 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 graduate assistant staffs 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

Except in unusual circumstances, no one student in the program should hold more than one of these positions simultaneously due to the time commitment for each position. Positions are held throughout an academic year (May – May).

1. **President:** The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities and events, and communicating with all officers regarding various objectives of meetings. The President also communicates 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 and Vice President are jointly responsible for financial accounts.
2. **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 assumes the duties of the President in his/her absence. The Vice President may also assign work groups for various school psychology and community service projects.
3. **President-Elect:** The President-Elect assists the President, Vice President, and other officers in planning events, organizing meetings, and facilitating communication. The President-Elect may also assume the duties of the President and/or Vice President in the event of their absence. The President-Elect position is held for one academic year, and then the student holding the position becomes President for the subsequent academic year.
4. **SASP Representative:** The SASP Representative communicates information to the SPSO and all students regarding APA news and events. The Representative works 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). The Representative may also write a column in *From Science to Practice*, SASP's newsletter, or submit proposals to SASP's Research Forum at APA. The Representative encourages other students to submit to these as well.
5. **NASP Representative:** The NASP Representative communicates information to the SPSO and all students regarding NASP news and events. The Representative works with NASP representatives 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). The representative may also write a column in *Student Connections*, which is published in the *Communiqué*, and/or encourage other students to write a column.
6. **CSSP Representative(s):** The CSSP Representatives communicate information from CSSP to students throughout the program. The Representatives attend the annual board meeting as well as facilitate the fundraising, planning, and volunteer opportunities for the annual CSSP conference. The CSSP Representatives also assist in planning student activities held at the annual conference.
7. **Ph.D. Student Representative:** The Ph.D. Student Representative attends all faculty meetings, communicates students' needs or ideas with faculty, votes on various issues related to the program, and communicates information from faculty meetings with students as needed. Representatives are also responsible for initiating and maintaining a mentorship program for all incoming students to the program. The Representatives 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.). The Ph.D. Student Representative also helps faculty plan and facilitate Ph.D. interviews, which usually take place in early March.

8. Ed.S. Student Representative: The Ed.S. Student Representative attends all faculty meetings, communicates students' needs or ideas with faculty, votes on various issues related to the program, and communicates information from faculty meetings with students as needed. Representatives are also responsible for initiating and maintaining a mentorship program for all incoming students to the program. The Representatives 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.).

9. Lowry Representative: The Lowry Representative serves as a liaison to facilitate communication between the on- and off-campus School Psychology programs. The Representative is responsible for sharing information from the SPSO with students in the extended studies program and vice versa. The Representative encourages participation in the SPSO and professional organizations such as 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 a position related to psychology (e.g. psychometrician, psychological technician) must petition the faculty before accepting employment. Under no circumstances will students who 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, if it relates to psychology (as above). Notification should go to the program coordinator.

September 2001
Rev. 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
Rev. 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

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

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 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 students are expected to submit a summary of their doctoral dissertations, or portions thereof, for publication. Students will work with their advisors to plan for the development and submission of the manuscript (e.g., type of manuscript, publication venue, timelines). This summary will be written in manuscript format and should be suitable for submission to a professional journal, newsletter, or other scholarly outlet. This manuscript will be submitted prior to the dissertation defense with proof of submission required by the time of the defense. The format for the manuscript will follow current publication guidelines from the American Psychological Association, or as recommended by the professional journal/newsletter to which the student would like to submit the manuscript.

- Although submission for publication is required, acceptance for publication is not.
- When the manuscript is submitted for publication, current 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
Revised October 2012

Policy on Plagiarism: Plagiarism and all forms of cheating are not tolerated by the University of Northern Colorado or the Department of School Psychology. 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 or 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

Sufficient Progress towards Degree: Students are expected to demonstrate continual progress towards degree completion. Any student who does not show some type of progress (e.g., completed proposal, required coursework completed, taking comprehensive exams) across two consecutive semesters will

receive a “concerns noted” on their Annual Review and may be referred to the Review and Retention Committee.

November 2012

Diagnostic Materials Library Policy

1. The checkout period is 48 hours. Specific due dates are posted on the DML door. Late returns will affect your ability to check out material in the future.
2. Scoring templates have a 2-hour check out period. Templates MUST stay in McKee Hall; they may not leave the building for any reason.
3. Students are responsible for all materials checked out to them. If something is missing from a kit, inform the librarian within 24 hours of checkout.
4. All material missing from a kit upon return will be attributed to the last person to check out the kit. Registration for the following semester of the responsible student will be held until all items are replaced.
5. All transfer of materials must take place in the DML. Giving another student material checked out in your name outside of the DML will remain in the original student's name and that student will be held fully responsible for all material.
6. Under no circumstances should materials that have not been checked out be taken from the DML.
7. Items may be checked out during posted DML hours only. If for some reason you are unable to be on campus to return material, it can be returned to Diane that same day.
8. Unused protocols at the end of the semester are to be returned to the DML.
9. Material is only to be used for class purposes. Students in need of material for research, employment, etc., can talk with the DML librarian for information to order their own material with a possible research discount.

Please understand that there are many students using DML material. Be considerate of other students by being timely and following these rules.

Also understand that the material in the DML is very expensive and therefore should be treated with care so you do not have to replace items.

If you need to contact the DML librarian, the email is uncdml@hotmail.com. This email is only checked during posted office hours.

ADMISSION POLICIES AND PROCEDURES

Admission to the PhD School Psychology program is a two-stage process consisting of (1) preliminary screening by the Graduate School and (2) final review by the Department of School Psychology.

Each applicant is required to submit to the Graduate School no later than December 15:

- Completed Graduate Application from the Graduate School (<http://www.unco.edu/grad/admissions/howtoapply.html>)
- Transcripts of all college/university work (a minimum GPA of 3.25 is recommended)
- Three letters of recommendation (which address both the individual's ability to successfully complete the respective graduate program and the probability of effective functioning in the field)
- Scores on the Graduate Record Examination. **GRE scores are required from ALL applicants to the doctoral (Ph.D.) program. The GRE must have been taken within the last five years.** According to the UNC Graduate School, applicants are required to have a minimum score of 297 on the combined subtests of Verbal Reasoning and Quantitative, and a minimum of 3.5 on Analytic Writing. Most successful applicants to the Ph.D. School Psychology program will have scores of 150 in each area, with an Analytic Writing score of 4.0.

When the Graduate School has ascertained that minimum University requirements have been met, the materials are then forwarded to the program area for consideration. (This evaluation process customarily takes four weeks.)

The following materials should be sent directly to the Department of School Psychology no later than December 15:

- Written statement (300-500 words) indicating the applicant's Personal and Professional Reasons for Selecting School Psychology as a Profession
- Current Vita
- Supplementary Data Sheet (included in this packet)

File Review and Acceptance Process

Each completed folder is reviewed independently by all members of the school psychology faculty. No one criterion is the sole factor in the admissions decision; rather, each faculty member is charged with assessing the degree to which the applicant's interests and skills indicate a good match with the program, and likelihood for successful completion. Following an initial screening, selected applicants will be invited to campus for an interview. In extenuating circumstances a SKYPE interview may be conducted in lieu of an on-campus interview. Offers of admission are made to as many qualified applicants as there are position openings in the program. A limited number of additional qualified applicants may be placed on an alternate list and are offered admission as positions become available. Applicants are typically notified of admission decisions within 24 hours of the interview, and are expected to provide their attendance decision by April 15.

Profile of Students Admitted

The Ph.D. program in School Psychology is competitive. Acceptance rates vary depending on student credentials and the number of available spaces. Usually between 20-30 students apply to the program. Typically, 6-8 students are admitted annually. Approximately 18% of our students are ethnic minorities. The GPA of admitted Ph.D. students averages 3.60. Verbal and Quantitative GRE scores average 508 and 556, respectively (under the old metric).

Summary of Application Procedures

1. Complete an online application from the UNC Graduate School:

<http://www.unco.edu/grad/admissions/index.html>

For questions, contact:

Phone: (970) 351-2831

E-mail: gradsch@unco.edu

2. Send the following information to the UNC Graduate School:

- All college/university transcripts
- Three letters of recommendation
- Graduate Record Examination scores (verbal, quantitative, and analytical).

3. Send the following information to the Department of School Psychology:

- Statement of Personal and Professional Reasons for selecting school psychology as a profession
- Supplementary Data Sheet (<http://www.unco.edu/cebs/schoolpsych/supplemental-data-sheet.pdf>)
- Current vita

Send the information to:

Department of School Psychology

Attn: Diane Greenshields

Campus Box 131

University of Northern Colorado

Greeley, CO 80639

(Ms. Greenshields' email is diane.greenshields@unco.edu should you need further information.)

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. It is not necessary to include the semester in which you plan to take the course as part of your plan.
9. 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.
10. An example plan of study is included below.

PLAN OF STUDY

**Department of School Psychology
Ph.D. in School Psychology**

Name: _____ **Bear Number:** _____

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

Telephone: _____ **Email:** _____

REQUIRED COURSEWORK

School Psychology Core – 15 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 640	School-based Psychological Consultation	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 667	Crisis Intervention in the Schools	2
APCE 747	Psychological Aspects of Academic Programming & Intervention	4
APCE 757	Interventions for Severe & Low-Incidence Disabilities	3

Broad and General Foundational Core – 31 semester hours		
Course Prefix	Course Name	Credit Hours
PSY 530	Life Span Developmental Psychology	3
APCE 682	Biological Bases of Behavior	3
PSY 587	Cognitive Social Neuroscience	3
APCE 707	Seminar in Personality & Counseling Theories	3
APCE 638	Human Behavior Analysis	3
APCE 758	Advanced Psychopathology	3
APCE 763	Legal & Professional Foundations of School Psychology	4
PSY 590	Seminar in History & Systems	3
APCE 623	Understanding and Counseling Diverse Populations	3
*	*	3

* fill in either *PSY 664 Advanced Social Psychology* or *APCE 655 Social & Community Psychology*

Research Core – 25 semester hours		
Course Prefix	Course Name	Credit Hours
SRM 700	Advanced Research Methods	3
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 610	Statistical Methods III	3
APCE 737	Single-Case Research Methods	3
APCE 663	Research Apprenticeship in School Psychology	4
APCE 781	Evaluation of Psychological Services	3
**	**	3

**fill in a research elective as approved by your advisor

Assessment Core – 13 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 644	Assessment I: Cognitive & Academic	5
APCE 646	Assessment II: Socio-Emotional & Behavioral	3
APCE 648	Assessment III: Early Childhood	5

Practicum Core – 16-17 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 618	Practicum in Child, Adolescent, & Family Interventions	5
APCE 738	Practicum in Evidence-Based Interventions	3
APCE 776	Externship in School Psychology	2
APCE779	Practicum in School Psychology	3
***	***	***

*** fill in one of the following: *APCE 617 Play Therapy Theory & Practicum (3)*

APCE 681 Practicum in Consultation (3)

APCE 694 Practicum in Couples and Family Therapy (4)

APCE 778 Clinical Neuropsychology Practicum (3)

Supervision Core – 3 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 775	Supervision in School Psychology	3

Internship Core – 8 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 789	Internship in School Psychology	8

Dissertation Core – 16 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 797	Doctoral Proposal Research	4
APCE 799	Doctoral Dissertation	12

Additional Courses		
Course Prefix	Course Name	Credit Hours
****	****	****

**** fill in any additional courses; for example, an additional statistics course for the purpose of obtaining a doctoral minor in Applied Statistics and Research Methods

CUMULATIVE CREDIT HOURS: (fill in the total credits from all courses listed above)

Student Signature

Date

Faculty Signature

Date

Course Waiver Policy

1. Students must meet with their advisor to request waiving a class, whether it is a foundational or a clinical course. Course waivers are considered for students who enter the doctoral program with graduate coursework obtained in the previous 5 years. It is incumbent upon the students to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected bring previous syllabi to the meeting with their advisors.
2. The advisor will review the student's previous course work to establish equivalency. If a question remains as to the equivalency after reviewing the materials, the student may be asked to provide additional information or demonstrate competencies, i.e., provide work samples and/or complete an examination satisfactorily.
3. In most instances, it is appropriate to clear the course waiver with the instructor of the class. Course instructors may initial beside the respective course indicating approval of the waiver.
4. Certain practica and field work courses will not be waived (APCE 738, APCE 779, APCE 789, and the elective practicum).
5. The completed Course Waiver Form is to be placed in the student's file.

UNC School Psychology Course Waiver Form

Name: _____ Bear number: _____
 Advisor: _____ Date: _____

Students must meet with their advisors to request waiving a class. Course waivers are considered for students who enter the doctoral program with advanced degrees obtained in the previous 5 years. It is incumbent upon the student to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to make available graduate transcripts as well as previous syllabi, if such materials are requested.

Course to be waived	Documentation (e.g. syllabi from previous coursework)	Plan to meet unmet competencies	Course Instructor Initials (if required)

Advisor's signature: _____

Program chair: _____

Students entering with an advanced degree must complete two full-time years of study. Per university policy, they must complete a minimum of 64 credits at UNC. Ph.D. students without an advanced degree must complete a minimum of 94 credits at UNC. For National Certification (NCSP), all students must have a minimum of 54 credits, excluding internship.

The following courses will not be waived:

- **APCE 707: Seminar in Personality and Counseling Theories**
- **APCE 738: Evidence-Based Interventions**
- **APCE 779: School Psychology Practicum**
- **Practicum Elective**
- **APCE 789: School Psychology Internship**

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 5 years (4 years if entering with an advanced degree). Note that in order to complete the program within this time frame, students will need to enroll for courses during the first two summer semesters.

Because many students enter with an Ed.S. in School Psychology or a closely related advanced degree, we have included a sample course sequence for these students on p. 40.

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 until program is complete)
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 7 th week of the semester during which comps were passed)
Dissertation Proposal	Scheduled with your advisor and committee, typically late in 3 rd year or early 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).
Dissertation Defense	Scheduled with your advisor and committee (Please note: During the summer, faculty members may not be available to attend defense)
Graduation	Apply for graduation the semester before you want to graduate in order to avoid a late fee. It is also required that you are registered for credits the semester in which you graduate.

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: attend writing workshop, dissertation defenses, and Brown Bag seminars, complete IRB training 	<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 • Maintain portfolio for APCE 663
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 (e.g., literature review, presentation at a conference)
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 for Written comprehensive exam • 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 your School Psychology exam 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 • Begin planning for proposal by meeting with your advisor to finalize a topic
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

	<ul style="list-style-type: none"> • Apply for internship 	<ul style="list-style-type: none"> • A complete draft of the proposal must be reviewed by the advisor before the proposal defense can be scheduled • 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 • Internship Clearance Form must be signed by your advisor and turned in to the internship coordinator before applying for internship
Spring Year 4	<ul style="list-style-type: none"> • Submit Annual Review & Diverse Field Experience Form • During this semester, some students complete their 600 hours of school-based experience for internship 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields
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"> • Apply for graduation • Defend Dissertation • Complete internship 	<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 oral 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 (no prior graduate coursework)
Ph.D. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal & Prof Foundations of School Psych (4)	APCE 640: School Based Psychological Consultation (3)	APCE 758: Advanced Psychopathology (3)
APCE 638: Human Behavior Analysis (3)	APCE 644: Assessment I: Cognitive and Academic Functioning (5)	APCE737: Single-Case Research Methods (2)
APCE 670: Principles of Psychometrics & Assessment (3)	APCE 747: Psychological Aspects of Academic Prog & Interv (4)	APCE 530: Lifespan Developmental Psychology (3)
APCE 682: Biological Bases of Behavior (3)	APCE 663 Research Apprenticeship (1)	
APCE 663 Research Apprenticeship (1)		
Total: 14 cr.	Total: 13 cr.	Total: 8 cr.
Year 2		
Fall	Spring	Summer
APCE 646: Assessment II: Socio-emotional and Behavioral Functioning (5)	APCE 648: Assessment III: Early Childhood (3)	APCE 655: Social & Community Psychology (3)
APCE 707 Seminar in Personality and Counseling Theories (3)	APCE 618: Prac. in Child, Adol, and Family Interventions (5)	OR
SRM 602: Statistical Methods I (3)	SRM 603: Statistical Methods II (3)	PSY 664: Advanced Social Psychology (3)
PSY 590: Seminar in History & Systems (3)	PSY 587: Social Cognitive Neuroscience (3)	APCE 667: Crisis Intervention in the Schools (2)***
APCE 663: Research Apprenticeship (1)	APCE 663: Research Apprenticeship (1)	Prerequisite Course for Future Practica **
Total: 15 cr.	Total: 15 cr.	Total 6 cr.
Year 3		
Fall	Spring	Summer
APCE 775: Supervision in School Psychology (3)	APCE 779: Practicum in School Psychology (3)	Statistics elective (3)
SRM 610: Statistical Methods III (3)	APCE 757: Interventions for Severe and Low Incidence Disabilities (3)	APCE 776: Externship in School Psychology (1)
APCE 623: Understanding & Counseling Diverse Pop (3)	APCE 781: Eval of Psychological Services (3)	
APCE 738: Practicum in Evidence-based Interventions (3)	APCE 776: Externship in School Psychology (1)	

Total: 12 cr.	Total: 10 cr.	Total: 4 cr
Year 4		
Fall	Spring	Summer
SRM 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: Internship in School Psychology (3) APCE 799: Doctoral Dissertation (2) Total: 5 cr.	APCE 789: Internship School Psychology (3) APCE 799: Doctoral Dissertation (3) Total: 6 cr.	APCE 789: Internship in School Psychology (2) APCE 799: Doctoral Dissertation (1) Total: 3 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 (e.g., PSY 530: Lifespan, PSY 587: Cognitive Social Neuroscience, and APCE 655: Social and Community Psychology or APCE 664: Advanced Social Psychology).

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

*** APCE 667 will be offered during alternating summer sessions. Be sure to take it when it is offered during your second or third summer.

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.

**Sample Course Sequence with Advanced Degree (e.g. Ed.S.)
Ph.D. School Psychology**

Year 1		
Fall	Spring	Summer
APCE 763: Legal & Prof Foundations of School Psych (1)*	APCE 747: Psychological Aspects of Academic Prog & Interv (4)	APCE737: Single-Case Research Methods (2)
APCE 670: Principles of Psychometrics & Assessment (3)	APCE 663 Research Apprenticeship (1)	APCE 655: Social & Community Psychology (3) OR
APCE 682: Biological Bases of Behavior (3)	PSY 587: Social Cognitive Neuroscience (3)	PSY 664: Advanced Social Psychology (3)
APCE 663 Research Apprenticeship (1)	SRM 603: Statistical Methods II (3)	
PSY 590: Seminar in History & Systems (3)	APCE 781: Eval of Psychological Services (3)	
Total: 11 cr.	Total: 14 cr.	Total: 5 cr.
Year 2		
Fall	Spring	Summer
APCE 646: Assessment II: Socio-emotional and Behavioral Functioning (1)*	APCE 648: Assessment III: Early Childhood (3)	APCE 776: Externship in School Psychology (1)
APCE 707 Seminar in Personality and Counseling Theories (3)	APCE 618: Prac. in Child, Adol, and Family Interventions (5)	Statistics elective as approved (3)
APCE 663: Research Apprenticeship (1)	APCE 663: Research Apprenticeship (1)	
APCE 775: Supervision in School Psychology (3)	APCE 757: Interventions for Severe & Low Incidence Disabilities (3)	
SRM 610: Statistical Methods III (3)		
Total: 11 cr.	Total: 12 cr.	Total 4 cr.
Year 3		
Fall	Spring	Summer
APCE 738: Practicum in Evidence-Based Interventions (3)	APCE 779: Practicum in School Psychology (3)	APCE 789: School Psychology Internship (2)
APCE 700: Advanced Research Methods (3)	APCE 799 Doctoral Dissertation (3) (must register for a total of 12 cr., but these can be divided across semesters)	APCE 799: Doctoral Dissertation (3)
APCE Practicum Elective (3)		
APCE 797: Doctoral Proposal Research (4)	APCE 776: Externship in School Psychology (1)	

Total: 13 cr.	Total: 7 cr.	Total: 5 cr.
Year 4		
Fall	Spring	Summer
APCE 789: Internship in School Psychology (3)	APCE 789: Internship in School Psychology (3)	
APCE 799: Doctoral Dissertation (3)	APCE 799: Doctoral Dissertation (3)	
Total: 6 cr.	Total: 6 cr.	

*APCE 763 and APCE 646 will typically be taken with reduced requirements for students who have previous related coursework.

**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.

*** APCE 667 will be offered during alternating summer sessions. Be sure to take it when it is offered during your second or third summer.

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.

Online Coursework

The majority of our coursework is delivered through face-to-face instruction. However, there is one class that is completely online (APCE 670) and three other courses that are hybrids or partially online (APCE 737, 758, and 646). Students are expected to have a computer or access to a computer for these courses. Additionally, some instructors use WIMBA or SKYPE technology for class meetings, therefore students are expected to have camera capabilities for their computers. A reasonable camera can be purchased for about \$30 and the cost of a computer usually ranges from \$500-\$1000.

Student Entering with Advanced Coursework

Students frequently apply to switch from our Ed.S. program (both on- and off-campus) into our doctoral program. Students in the Ed.S. program are permitted to apply for the doctoral program in the Fall (October) of their second year. Because many of our first year courses are shared between the Ed.S. and Ph.D. programs (e.g., APCE 763, APCE 638, APCE 670, APCE 640, APCE 644, APCE 747, APCE 737, and APCE 758), students entering from our Ed.S. program will have completed at least 31 credit hours of their doctoral programs. The date of entry into the doctoral program begins the semester after the student has been formally admitted to the doctoral program. A student must then meet University residency requirements for the doctoral program (2 semesters of full-time study).

Continuous Enrollment

Students who fail to register for either fall or spring semester are automatically dropped from the Graduate School and the program. Students who fail to keep their registration current will have to reapply for the School Psychology program. Since applications are only reviewed one time per year, failure to maintain enrollment could lead to a significant delay in completing the program. Students may not use the Continuing Registration (APCE 999) to satisfy enrollment requirements for the program unless they have explicit permission from their advisor and Department Chair.

Time Limits

Graduate school policy requires that all work for the Ph.D. degree be completed within 8 years of the term of the first coursework applied to the degree program. For most students, that means their first semester counts toward the 8 years. For students who first started in the Ed.S. program and switch to the doctoral program, all coursework (including those classes taken as an Ed.S. student) must have been taken within the 8 year timeline to be counted toward the doctoral degree.

Failure to meet program requirements within this time frame can result in dismissal from the program. *Additionally, students exceeding deadlines will be required to formally request an extension of their programs. If exceptional circumstances have precluded program completion within the eight year time limit, a student and his/her faculty advisor may jointly appeal in writing to the School Psychology Committee and the Graduate School for a one year extension.*

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

Name: _____ **Bear Number:** _____

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

Telephone: _____ **Email:** _____

NON-CREDIT REQUIREMENTS

Date Completed

Plan of Study _____

Feedback on Annual Review _____, _____, _____, _____

Permission to take Written Comprehensives _____

Appointment of Doctoral Committee (to be completed
concurrently with permission to take written comps) _____

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: Written
(3rd Thursday of the semester) _____

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

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

Dissertation Defense _____

Proposed Date of Internship (start) _____

CREDIT REQUIREMENTS

Prerequisite Coursework	Semester Completed	Initial <i>If Waived</i>
Abnormal Psychology		
REQUIRED COURSEWORK		
School Psychology Core--15 semester hours		
APCE 640 School-based Psychological Consultation (3)		
APCE 670: Principles of Psychometrics & Assessment (3) ***		
APCE 667 Crisis Intervention in the Schools (2)		
APCE 747 Psychological Aspects of Academic Programming & Intervention (4)		
APCE 757: Interventions for Severe & Low Incidence Disabilities (3)		
Broad and General Foundational Core – 31 semester hours		
Biological Bases of Behavior (6)		
PSY 530 Lifespan Developmental Psychology (3)		
APCE 682 Biological Bases of Behavior (3)		
Cognitive and Affective Bases of Behavior (3)		
PSY 587 Cognitive Social Neuroscience (3)		
Social Bases of Behavior (3)		
APCE 655 Social & Community Psychology (3) OR PSY 664 Advanced Social Psychology (3)		
Individual Differences (9)		
APCE 707 Seminar in Personality & Counseling Theories (3)		MAY NOT BE WAIVED
APCE 638 Human Behavior Analysis (3)		
APCE 758 Advanced Psychopathology (3)**		
Professional and Ethical Standards (4)		
APCE 763 Legal & Professional Foundations of School Psychology (4)		
History and Systems (3)		
PSY 590 Seminar in History & Systems (3)		
Cultural & Individual Differences (3)		
APCE 623 Under & Counseling Diverse Pop (3)		
Research Core – 25 semester hours		
Research Methodology:		
SRM 700 Advanced Research Methods (3)		
Applied Statistics:		
SRM 602 Statistical Methods I (3)		
SRM 603 Statistical Methods II (3)		
SRM 610 Statistical Methods III (3)		
Applied Research Methods:		
APCE 737 Single-Case Research Methods (3)		

APCE 663 Research Apprenticeship in School Psychology (4)*		
APCE 781 Evaluation of Psychological Services (3)		
Research elective as approved by advisor		
Assessment Core – 13 semester hours		
APCE 644 Assessment I: Cognitive & Academic Functioning (5)		
APCE 646 Assessment II: Socio-Emotional & Behavioral Functioning (5) **		
APCE 648 Assessment III: Early Childhood (3)		
Practicum Core – 16-17 semester hours		
APCE 618 Practicum in Child, Adolescent, & Family Interventions (5)		
APCE 738 Practicum in Evidence-Based Interventions (3)		MAY NOT BE WAIVED
APCE 776 Externship in School Psychology (2)**		
APCE779 Practicum in School Psychology (3)		MAY NOT BE WAIVED
Select ONE of the following courses:		MAY NOT BE WAIVED
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)		MAY NOT BE WAIVED
APCE 799 Doctoral Dissertation (12)		MAY NOT BE WAIVED

CUMULATIVE CREDIT HOURS (128-129) _____

*Take one credit across four semesters, excluding summers

**Take one credit across two semesters

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: This progression has been designed to support 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 APCE 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). During the first year (Summer), students complete APCE 737: Single Case Research Methods where they learn applied methodology to systematically evaluate the effectiveness of interventions as applied to individuals or small groups.

During their first year, students also enroll in the first two semesters (of a total of four) in APCE 663: Research Apprenticeship classes. Students are expected to attend writing seminars, complete the IRB training, attend a dissertation defense, write a literature review, and present on a research project (through apprenticeship with a faculty mentor).

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, students learn statistical procedures, 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. As part of APCE 663, students will also present on their projects, including data analysis (either with a real or simulated data set).

Years 1 & 2 Benchmarks: Seminar attendance/participation in four semesters of APCE 663, completion of IRB training, literature review on a topic area, presentation of a statistical analysis topic, 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, completion of a writing workshop, IRB training, and a literature review are required. For Year 2, an IRB proposal submission (either real or hypothetical) and two presentations (or submissions) to a conference have been completed.

If students have presented a paper/poster, they will receive 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, students are required to take APCE 781: Evaluation of Psychological Services which prepares students to conduct program evaluations. As students begin to narrow down on their research topics, they are allowed to select, with their advisors, an elective statistics course that will assist them in the completion of their dissertation. Many students elect to obtain a statistics minor as they typically enroll in 1-2 two more statistics or research courses than required. Students will continue to hone their research skills with a focus on preparing their dissertation proposal. Additionally, students are highly encouraged to complete a scholarly writing project (e.g., review, chapter, article) either alone or with faculty/peers; however, this is not required.

Year 3 Benchmark: Successful completion of written and oral comprehensive exam, including the article critique. Students who complete the oral comprehensive exam before proposing their dissertation will also submit a 10-page abbreviated proposal paper, with their preliminary research plan, at the time of the oral exam.

Students are highly encouraged to participate in 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)."

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. As part of their written comprehensive exams, students are expected to write a 10-page paper on their Concentration area using research to support their response. On the oral comprehensive exam, students are evaluated on their ability to critique a current research article. In addition, if students have not yet proposed their dissertation, they

will complete a 10-page mini-proposal including a brief literature, rationale for their research idea, and a general method section including preliminary plans for participants, instrumentation, and procedures. This document does not need to be the final research plan; it is intended to ensure that dissertation planning proceeds in a timely manner following the comprehensive exams.

Students who submit a scholarly article or chapter will receive a rating of “3” on their Annual reviews. If students are not progressing in their research (e.g., scheduling comps, starting work on a proposal, they will receive a rating of “1”.

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 fluency through their comprehensive exams where they are expected to integrate scholarly resources, write a comprehensive paper on their concentration topic, and critique and article during the oral comprehensive exam. 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.

Years 4 and 5:

During their fourth year, students are expected to successfully propose their dissertation research. They will not be cleared to seek an internship until the dissertation proposal date has been set. They may not accrue any internship hours until they have successfully advanced to Ph.D. candidate status (dissertation proposal approved and on file at the Graduate School). As a result, all students will have taken SRM 700: Advanced Research Methods and APCE 797: Doctoral Proposal prior to internship. As part of their SRM 700 class, students are expected to carry out a pilot study on some aspect of their project.

Evaluation: Students must successfully pass their proposal defense and their dissertation defense.

Year 4 Sample Expectations: Engaged in dissertation research (e.g. writing proposal, collecting data, etc.) **Consistent with our Doctoral Dissertation Manuscript Policy, students will be expected to submit a manuscript based on their dissertations, or parts thereof, to a scholarly outlet prior to their dissertation defenses.**

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 (March), students are asked to complete an Annual Student Review Form and the UNC Diverse Field Experience Practica Requirement Completion Form (pp. 50-52) that will be used by faculty to review student progress in the program, personal characteristics, membership in professional organizations, and work with diverse groups. As part of the Annual Review, students are required to give each of their instructors from the previous year a blank rating form so that they can rate student performance as well. All students are required to meet with their advisors prior to the start of the fall semester 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, may be referred to Review and Retention, or may not be encouraged to continue in the program.

Students who fail to submit their annual review form in a timely manner will automatically 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 students on internship and those who are ABD.

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.
- **Presented on a psychological topic to lay or community audience.**
- **Involved in a leadership roles/activities in a professional organization**

During the year did you:

- **Receive an Assistantship?** Choose an item.
 If yes, where did you complete the assistantship (e.g., Department of School Psychology, Disability Support Services, Center for Human Enrichment, School of Psychological Sciences)?
 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
Department of 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 (SPSO), help another student and/or faculty member with research, attendance at writing seminar, literature review, completion of IRB training

Year 2: Presentation at conference, completion of IRB, presentation on data analysis

Year 3: Completion of comprehensive exams, initial plan for dissertation (oral comprehensives)

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

Comprehensive Exam Policies

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 the Written Comprehensives, and both elements must be successfully passed before scheduling Oral Comprehensive Exams. A study guide for the in-house portion of the exam is available on pp. 59-61 of this handbook. 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 students 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. Students must have completed at least 36 semester hours (60 semester hours if baccalaureate only student) of work applicable toward the degree -- at least 24 semester hours must be UNC credit. The Permission to Take Written Comprehensives form (included in this handbook) should be completed and the advisor and student must sign the form a **semester before** the student would like to complete the in-house written comprehensive examination. A copy of the completed form should 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>. At a minimum, a doctoral committee must consist of:
 - A Research Advisor must be from within the program/discipline area; (and must hold Doctoral Research [DR] status);
 - One additional faculty Committee Member from within the program/discipline area;
 - One additional faculty Committee Member from within a related discipline or area of inquiry (e.g., Counseling Psychology, Counselor Education, Psychological Sciences, or Special Education); and
 - A Faculty Representative (needs to be outside the program discipline).
 - All committee members must have at least Graduate Faculty (GF) status.

Signed committee appointment forms must be submitted to the Graduate School.

5. All students must register for at least 3 semester hours the semester in which they take their comprehensive examinations (including written and oral, but not the National School Psychology Exam).
6. 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 subscale 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.

7. The in house written exam will be held on the 3rd Thurs/Fri of the fall and spring semesters from 8am to 2pm on Thursday and 9am to 1pm on Friday. You will receive three of the questions on Thursday and the other two on Friday. This written examination consists of two major components:
- Five comprehensive questions related to program objectives.
 - Concentration Question Paper – 10-page take home paper due in 2 weeks. Each student's advisor will develop a unique question based on the student's theory, topic area, and methodology. When completing the Permission to Take Written Comprehensives form, students complete the Student Concentration Matrix. These areas will then be used to generate the Concentration Question.

- 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	Longitudinal Data Sets
	Early Childhood	Structural Equation Modeling

(A sample concentration prompt might be: Describe the role of family/school partnerships in early childhood social and academic development. Develop a sample study using structural equation modeling that would demonstrate the relative importance of aspects of these partnerships to child outcomes.)

8. One week prior to the date of the written exam, the comps coordinator will email students taking the exam to remind them of the time and place to report.
9. 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 the designated end time for each day, students are to bring their thumb drives to the comps coordinator or a member of the office staff. The documented will be downloaded and printed. Once the document has been printed, students should delete **all** copies of the exam, both on the thumb drive and hard drive of their computers.
10. 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.
11. Each student's responses will be read and scored by two full-time school psychology faculty members. In the event there is a disagreement among raters, a third reader will be assigned. For the concentration area question, the advisor and one other faculty member will be randomly assigned. Again, if there is disagreement, a third reader will be assigned.
12. The non-concentration comps questions will be scored according to the following guidelines (see p. 562 for a scoring rubric):
- All elements of the question have been addressed and answered correctly (there may be some element that is weaker or demonstrates a misunderstanding and the question may still pass, but not as a high pass.) If more than one element is missing or incorrect, the question is failed.
 - Question is answered in a comprehensive manner
 - Based on these criteria, students will be given a score of high pass, pass, or fail for each question.
13. On p. 63 is a rubric that is used for the concentration area question. Scores will be based on consensus or near consensus by the readers.

14. Students will receive feedback in two parts. No later than two weeks after taking their on-site comprehensive questions, students will receive feedback on the five general comprehensive questions. They will receive feedback on their Concentration Question paper, no later than 2 weeks after their paper was received.
15. When all parts of the written comprehensive exams (including the National School Psychology exam scores) have been passed, this information will be submitted to the Graduate School as a score of “pass” for 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 two questions will be allowed to re-take questions related to the same objectives 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.
16. Students with a score of “fail” on three 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 follow the same process as the initial taking of the in-house written exam. 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 2012



**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 Areas- please describe two	Broad Methodology- please describe two

Advisor Signature: _____

Additional Criteria:

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

Study Guide Written Comprehensive Exams

(Updated Fall 2012)

BROAD AND GENERAL UNDERSTANDING OF FOUNDATIONS OF PSYCHOLOGY AND DEVELOPMENT

- Theories and research related to biological psychology
- Practical applications of biological psychology
- Terminology of biological psychology
- Relationship between biological functioning and typical and atypical behavior
- Familiarity with the role of psychopharmacology
- Key concepts in social psychology
- Social bases of individual and group behavior (self-concept, identity)
- Key concepts in community psychology
- Impact of community on family and neighborhood dynamics
- Social pressures that shape human behavior and experience
- Major historical developments in psychology
- Theoretical concepts of cognition
- Theories of development across the lifespan (Piaget, Kohlberg, Erikson, Vygotsky)
- Developmentally appropriate practice
- Personality development from several theoretical perspectives
- Concepts of vulnerability and resiliency
- Characteristics and etiology of the major categories of disorders
- Knowledge of DSM-IV-TR and ECEA rules as related to disorder/disability
- Prevention and treatment of psychopathology
- Physical and behavioral characteristics of a variety of severe and low-incidence disabilities
- Early childhood development related to developmental disabilities

CONSULTATION AND SYSTEMS

- Various models of consultation (i.e., medical model, behavioral model, ecological model, reciprocal determination model, problem-solving model, mental health consultation, instructional consultation model, ecobehavioral model, Caplan's mental health model)
- Rationale for consultation service delivery model
- Special issues in using consultation in educational/clinical settings (cultural/normative issues in such settings and how to address them)
- Instructional and curricular modifications for students experiencing academic difficulty
- Problem-solving process
- Best practices in providing psychological services to infant/toddlers and their families (consultation services and family-centered services)
- Consultation to agencies that serve infants/toddlers
- Basic components of effective and efficient instructional design
- Teaching practices related to student outcomes
- Levels of intervention (prevention, secondary, and tertiary models)
- Empirically supported prevention and intervention across different levels of service
- Major theories and current approaches to crisis prevention, preparedness, and response, and recovery
- Essential components of school-based crisis intervention plans
- Difference between normal reactions to crisis and the symptoms of post-traumatic stress

- Signs of suicide and how to assess the degree of suicide risk
- Signs of school-based violence
- Grief process and grief complications in children

COMPREHENSIVE ASSESSMENT, BOTH FORMAL AND INFORMAL

- Theories of intelligence
- Psychometrics as related to test use and interpretation (i.e., reliability, validity, measures of central tendency, indices of variability, correlations)
- Principles of test construction
- Test selection (know a variety of intelligence, academic, and other targeted assessments)
- Curriculum-based approaches for assessing skill level
- Progress monitoring as related to academic and behavioral skills
- Assessment of social and emotional development
- Assessment of adaptive skills
- Different methods for assessing behavior
- Use task analysis for basic skills in reading, math, and written language
- Alternative assessment techniques (including: criterion-referenced assessment, environmental assessment, performance assessment, interviews, behavioral observations, record review, etc.)
- Curriculum and intervention evaluation in academics
- Intervention programs for reading, math, and written language
- Formative and summative evaluation of academic skills
- Local norms
- Major models used to evaluate programs in mental health, health, and education
- Program evaluation design and implementation including: the development of measures, data collection, and analyzing data (qualitative and quantitative)

PSYCHOLOGICAL SERVICES

- Behavioral theories and their application
- Behavioral assessment strategies
- Various interventions, especially as relevant to schools
- Knowledge of the effect of instruction, curriculum, environment, and the child in developing academic interventions
- Counseling theories and models
- Evidence-based practices and treatments
- Strategies for evaluating counseling outcomes
- Theoretical perspectives in personality and counseling
- Supervision models, practices, and processes

CULTURALLY COMPETENT LEGAL AND ETHICAL PRACTICE

- History of professional school psychology, including current issues
- Role and functions of a school psychologist
- Different models of preparing school psychologists (i.e. scientist-practitioner model)
- Different methods of service delivery (i.e., Problem Solving/ RTI vs. traditional psychological service)
- State and federal laws impacting school psychologists
- NASP and APA Ethical Principles and application to school psychologists
- Ethical and legal considerations in assessment
- Legal foundations for service delivery to young children and their families
- Multicultural issues related to school psychologists

- Minimizing cultural, linguistic, and socioeconomic bias in assessment
- Cross-cultural variables that impact the assessment of psychopathology
- Acculturation
- Theories of multicultural counseling, theories of identity development, and multicultural competencies
- Understanding of the terms: cultural self-awareness, cultural social justice, advocacy, and conflict resolution
- Strategies for eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- Effects of racism (including institutional), discrimination, sexism, power, privilege, and oppression
- Advocacy and public policy as related to multicultural issues
- Historical and current political climate regarding immigration, poverty, and welfare
- Biases of commonly used diagnostic tools with multicultural populations
- Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
- Societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples)
- Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations

Additionally, be familiar with research as related to these topics. However, we assess Goal 6 during your Oral Comprehensive Exams

Scoring Rubric of Ph.D. Written Comprehensive Exams

ID # of student: _____ **RATER** _____

Rating Scale Guidelines

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

	RATING	Comments
Question 1:		
Question 2:		
Question 3:		
Question 4:		
Question 5		

Additional Comments:

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:

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. The student is responsible for confirming the date and time of the examination with all of their committee members. The Graduate School will approve and publicize the examination date, time and place in the UNC Today or in any other appropriate university publication and forward a *Results of the Oral Comprehensive Exam* to the student's Program Advisor. Any exam which is not scheduled in advance through the Graduate School will not be recognized as valid and must be rescheduled.
3. Seven days prior to the oral examination, the 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.
4. All committee members and the faculty representative must be present at the examination or a substitute appointed according to the guidelines for Doctoral Committee.
5. 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 (see Quantitative Research Critique Guide below).
 - Preliminary proposal – Time-permitting, the committee and student will discuss the student's proposal for a dissertation topic. This component is not scored.
 - Students who have not yet proposed their dissertation will submit a 10-page mini-proposal with the following components:
 - Introduction
 - Brief literature review
 - Rationale for the study
 - Research questions
 - Methodology
 - Participants
 - Instrumentation
 - Procedure
 - References

This paper is intended to explain the student's general ideas for the dissertation; it does not need to be the final design for the study.
6. 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 must have a 3 or better on 4 of 5 "Question" items and 3 of 4 "Article Critique" items. Sometimes a student may "pass," but concerns are present or the item missed reflects a critical misconception. In those instances, the student may be given a rating of "will pass when conditions are met (conditions must be recorded on the *Results of*

the Oral Comprehensive Examination form before turning in to the Graduate School.” In these instances, the committee will determine an appropriate plan for addressing the specific conditions (e.g., critiquing another article, writing a paper related to the area of weakness). If a student does not meet the minimum competencies outlined above, the oral exam will be scored as a fail and the student will be permitted to retake the exam in the following semester. If the student does not pass the retake, the student’s program will be terminated.

7. At least three-fourths of the committee members must agree on the final evaluation.
8. All members of the UNC faculty are invited to attend and may ask questions of the student after the committee members finish their questioning. Other graduate students may also attend with permission from the chairperson of the committee.
9. The results of the comprehensive examinations, proposals and defenses must be reported to the Graduate School no later than the semester following the examination or defense or the Graduate School may require a repeat of the examination.

Amended Fall 2011

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	_____

Article Critique related to School Psychology PhD Objectives 6.1 and 6.2

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.

Dissertation Proposal Process

The University does not set a specific timeline for completing your dissertation proposal. The Department of School Psychology recommends that all students have passed their written comprehensives prior to defending their dissertation proposals.

- 1) When the student is ready to begin work on the proposal, a meeting should be set with the research advisor to discuss a timeline. Students will only be released for APCE 797 Dissertation Proposal credits during the semesters in which they are actively working on the proposal.
- 2) A dissertation proposal should be developed pertaining to a significant topic related to School Psychology. A dissertation proposal includes three completed chapters of the dissertation. The chapters are expected to be in final (or near final) form including all references. Minimum credit for the dissertation proposal (797) is 4 semester hours. Generally, students may not take Dissertation credits until they have completed their dissertation proposals. In some instances and with the approval of the advisor, the student may be allowed to register for dissertation credits the same semester as the Dissertation Proposal Defense.
- 3) It is recommended that students meet with their advisors at least monthly to discuss progress, provide chapters for advisor review, and to help keep progress on track. Advisors differ in their working styles, so be sure that you and your advisor have discussed and agreed on expectations.
- 4) When the student has a complete draft of the dissertation proposal that has been accepted by the advisor, the student may schedule the dissertation proposal defense. Students will email committee members to find a mutually agreeable time. Once this has been scheduled, the student is responsible for reserving a room and informing the committee of the location.
- 5) The dissertation proposal should be presented to the student's doctoral committee and the Graduate School for approval prior to engaging in final data collection. Preliminary data collection prior to approval of the proposal is acceptable only for the purposes of conducting pilot studies, and typically as part of SRM 700. All 797 (proposal) hours will result in a grade of "NR" until the final proposal has been approved and is on file at the Graduate School. Once the proposal has been approved by the doctoral committee and the Graduate School, the Graduate School will authorize the Registrar to change all prior grades to "S".
- 6) The dissertation proposal is crucial in the dissertation process and should culminate with a formal and public dissertation proposal hearing with the full committee present. Approval of the dissertation proposal establishes the expectations for the final dissertation and assures agreement among the committee with the student's methods and research strategy prior to proceeding to the final stages of the dissertation. The proposal hearing also allows the committee to introduce required changes or additions to a student's proposed project while changes are still possible. The student should work with his/her committee to establish and agreed upon date. Plan on two hours for the proposal defense. Once the date and time is set, the student will work with office staff to book a room for the meeting.
- 7) **Two weeks** prior to the dissertation proposal meeting, the student should supply the committee members with an electronic or paper copy (whichever is preferred by the committee members) of the proposal.
- 8) The student should send out a reminder to committee members a few days in advance of the meeting to reaffirm time, date, and place. Students should also meet with their advisors to discuss the presentation

format (e.g., Powerpoints, handouts). Students should also prepare 2-3 title pages for signing in accordance with the Doctoral Dissertation Format Manual

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

- 9) The faculty representative must be present at the proposal defense. During the proposal defense, committee members will direct questions to the student and point out concerns regarding the proposed project. It is a good idea for the student (or the student's advisor) to take careful notes of all comments and concerns made and then review the notes with the committee before the meeting is over to ensure that all the requested changes are included. It will be the student's responsibility, in consultation with the research advisor, to address those concerns in a revised proposal. If the changes are relatively minor, the committee may agree to sign off on the title page with the understanding that the advisor will oversee the recommended changes. If the revisions are more substantial, the signatures of one or more committee members may be withheld until all revisions are complete. In those instances, it is recommended that the student summarize the changes that have been incorporated into the revised proposal to assist the committee in identifying and locating the changes that have been made. In some instances, a second committee meeting may be required due to the extensive nature of the expected changes. All committee members' signatures are required.
- 10) **Filing Proposal.** An electronic copy of the approved proposal, signed signature page and signed non-plagiarism affirmation shall be submitted to the Graduate School. The student shall sign the non-plagiarism affirmation when the proposal is filed with the Graduate School Office. All doctoral students must submit a paper copy of the signature page with signatures of all committee members. Students must also assume responsibility for maintaining their own paper copy of the entire proposal in a secure location until the time of their graduation.
- 11) The dissertation proposal should be presented to the student's doctoral committee and the Graduate School for approval prior to engaging in final data collection. Preliminary data collection prior to approval of the proposal is acceptable only for the purposes of conducting pilot studies, and typically as part of SRM 700. All 797 (proposal) hours will result in a grade of "NR" until the final proposal has been approved and is on file at the Graduate School.
- 12) **Doctoral Candidacy.** Doctoral students advance to candidacy upon passing the written and oral comprehensive examinations and filing an approved dissertation proposal in the Graduate School. Upon meeting all requirements of the Registrar's Office is authorized to change all prior grades for 797 hours to "S".
- 13) The Graduate School will consider the proposal to be accepted unless the Graduate School Dean objects to the proposal. If the Dean objects, the proposal should be sent to the student and research advisor with specific written request for revisions.

Dissertation Completion Guidelines

Students are required to complete 12 credit hours of Dissertation Research hours (APCE 799). These hours must be planned out carefully as students may not enroll in an unlimited number of dissertation credit hours in order to continue receiving financial aid. Additionally, students must be enrolled in at least 3 credits the semester they wish to graduate.

- 1) Students register for prefix 799, Doctoral Dissertation hours with the approval of their research advisor.
- 2) Approval from the appropriate institutional review board must be obtained prior to collecting data for the dissertation.
- 3) The dissertation proposal as a contract between the student and his or her dissertation committee. Students are expected to carry out all aspects of the proposed study. Any significant deviation should be cleared with the advisor and the committee. If the change is significant enough, another proposal meeting may be required.
- 4) Students should provide updates to their advisors (recommended monthly). These updates help advisors in tracking your progress and may be used as an opportunity to set small goals toward completion.
- 5) Students are encouraged to seek assistance for any problems encountered during their dissertation research. For example, if a student is unclear on a statistical issue, it is permitted and encouraged to consult with the research lab or one of the ASRM faculty. If a student is having difficulty recruiting participants, check with your advisor for additional ideas. Sometimes students require assistance in data collection. There are students who are eager to gain more research experience and may be able to help with data collection.
- 6) Be realistic in your timelines. Dissertations usually require a year to a year and a half for completion after the proposal has been accepted.
- 7) Use the Graduate School Dissertation Manual to format your dissertation.
<http://www.unco.edu/grad/forms/pdfs/DoctoralDissertationFormatManual.pdf>
- 8) Once all data are collected and analysis is complete, prepare a final draft of Chapters 4 and 5. You may also need to review Chapter 3 if any modifications were made to data collection or your procedure section. Consistent with program policy as of Fall 2012, the final appendix of the dissertation should include a summary of the dissertation in article format. This article must be submitted prior to the dissertation defense. When the final draft of the final dissertation has been approved by the research advisor and the manuscript has been submitted, the student may set the dissertation defense date according to the availability of the entire committee. **Please note:** students must be enrolled for three semester credit hours the semester in which they defend their dissertations.
- 9) **Two weeks** prior to the dissertation defense date, submit the Request to Schedule Doctoral Examination with the Graduate School. The final draft should be submitted to your committee members AT LEAST 2 weeks prior to the requested date as well. The dissertation defense date will be published UNC Today and is open to the public.
- 10) The faculty representative must be present at the dissertation defense. During the defense, committee members will direct questions to the student about the project and will request revisions. It is a good idea

for the student (or the student's advisor) to take careful notes of all comments and concerns made and then review the notes with the committee before the meeting is over to insure that all the requested changes are included. It will be the student's responsibility, in consultation with the research advisor, to address those concerns in a revised dissertation. If the changes are relatively minor, the committee may agree to sign off on the title page with the understanding that the advisor will oversee the recommended changes. Bring multiple copies of the signature pages (e.g., 6-7) for your committee to sign. If the revisions are more substantial, the signatures of one or more committee members may be withheld until all revisions are complete. In those instances, it is recommended that the student summarize the changes that have been incorporated into the revised proposal to assist the committee in identifying and locating the changes that have been made. It is also possible if there are substantial problems with the dissertation that the student's project will not be supported and his or her program will be terminated.

- 11) Once all revisions are made and have been approved by the research advisor (and other committee members as appropriate), submit ONE Copy of the Dissertation and the signed signature pages to Graduate School for final approval, (allow 2 weeks to receive edits.) Complete Final Forms. All committee signatures must be obtained before you turn dissertation in for final review.
- 12) After you receive approval from the Graduate School, deliver final copies of dissertation. One copy on 25% or higher cotton, 20 lb. paper, 3 copies on plain 20 lb. paper. The Graduate School will bill your student account.

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)	50-60 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
Practicum in School Psychology (APCE 779)	180 hours (minimum)
Elective Practicum	50-60 hours
Total Practica Hours	530-600 hours

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

Students are required to document their hours for APCE 763, 738 and 779. A sample log for APCE 763 and 779, as well as School Psychology Internship, is presented on p. 75. 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

Practicum Placements

Certain practica will take place in the Psychological Services Clinic. These include APCE 618, APCE 775, one semester of 776, and all but one of the elective practica. Practicum in Evidence-Based Interventions (APCE 738) and Practicum in School Psychology (APCE 779) take place in school-based settings. The course instructor is responsible for arranging those placements. Students are not allowed to make these arrangements themselves as it reduces university control over the quality of supervision and multiple students calling the same site can be burdensome to districts. In some cases, the student may help facilitate a contact with the desired district, but the course instructor must approve the site and the site supervisor. For the most part, students will be placed with doctoral level licensed psychologists/school psychologists. In some instances, if this is not available, the student may be placed with a doctoral level licensed school psychologist, with additional supervision from a core faculty member who is licensed.

For the elective practicum, APCE 681 and the second semester of APCE 776, students may pursue external sites. For APCE 681, the course instructor is the supervisor of record. For APCE 776, the site and the supervisor must be approved by the course instructor. See the External Practicum Manual for additional information about APCE 776.

Legal Status of Students in Field Placements. Students are required to obtain liability insurance before their first school-based practicum (typically APCE 738, or 779). This can be obtained through NASP (<http://www.nasponline.org/students/insurance.aspx>), APA Insurance Trust (<http://www.apait.org> you must be a student member of APA), or from other company that handles professional insurance. You will be expected to show proof of insurance coverage prior to accruing any hours.

Cc: Student File

Course Instructor

Field Supervisor



**University of Northern Colorado
School Psychology Practicum Evaluation Ph.D.**

Student: _____ Date: _____

Supervisor: _____ Site: _____

Please check all that apply: ☐ State Dep. of Ed. License/Certification (school psychologist)
 ☐ NCSP ☐ State DORA License (licensed psychologist)

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 N/A 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—**Advanced Beginner**

3—Requires supervision with some aspects of task completion, but completes task independently—**Competent**

4—Requires supervision on final aspect (evaluation) of task completion, but initiates and carries out tasks on own—**Proficient**

Goals/Competencies	Rating
Goal 1: Student demonstrated a broad and general understanding of the theoretical and conceptual foundations of psychology.	1 2 3 4 N/A
Demonstrated knowledge of the theories and relevant research underlying the biological, cognitive, affective, and social bases of behavior.	1 2 3 4 N/A
Applied understanding of these bases of behavior to improve social, emotional, behavioral, and educational outcomes.	1 2 3 4 N/A
Demonstrated skill in measuring these bases of behavior with individuals of various ages.	1 2 3 4 N/A
Demonstrated knowledge in the theories and relevant research underlying human development.	1 2 3 4 N/A
Adapted psychological practices to developmentally appropriate levels to meet the needs of the individual.	1 2 3 4 N/A

Comments

Goals/Competencies	Rating				
Goal 2: Student was able to implement systemic and consultative interventions.	1	2	3	4	N/A
Demonstrated knowledge of various systems (e.g., family, school, community).	1	2	3	4	N/A
Exhibited knowledge of various consultative and collaborative approaches.	1	2	3	4	N/A
Skillfully developed rapport with others (e.g., clients, families, team members).	1	2	3	4	N/A
Displayed good communication skills	1	2	3	4	N/A
Successfully used consultation skills with various populations	1	2	3	4	N/A
Evaluated the effectiveness of consultative efforts as applied to families, schools, and systems.	1	2	3	4	N/A
Implemented effective systemic prevention or intervention programming	1	2	3	4	N/A
Applied appropriate methods for responding to crises (e.g., suicide, threat)	1	2	3	4	N/A
Assisted clients (and their families) in connecting to community resources as appropriate.	1	2	3	4	N/A
Comments					

Goals/Competencies	Rating				
Goal 3: Student provided comprehensive assessment of individuals, programs, and systems for the purpose of understanding challenges, developing interventions, and measuring progress.	1	2	3	4	N/A
Demonstrated knowledge and skill in administering and scoring assessments	1	2	3	4	N/A
Effectively conducted comprehensive interviews	1	2	3	4	N/A
Exhibited skill in case conceptualization and diagnosis based on assessment results	1	2	3	4	N/A
Prepared effective written reports	1	2	3	4	N/A
Provided appropriate feedback regarding assessment results to clients and/or their families	1	2	3	4	N/A
Used assessment results to generate appropriate recommendations and/or intervention plans	1	2	3	4	N/A
Demonstrated knowledge and skill in measuring intervention and/or program outcomes.	1	2	3	4	N/A
Comments					

Goals/Competencies	Rating				
Goal 4: Student was able to skillfully provide evidence-based psychological services.	1	2	3	4	N/A
Demonstrated knowledge and skill in identifying individuals or groups who may benefit from intervention services.	1	2	3	4	N/A
Selected appropriate, empirically validated intervention strategies.	1	2	3	4	N/A
Skillfully implemented appropriate intervention strategies	1	2	3	4	N/A
Used effective methods for monitoring and documenting progress.	1	2	3	4	N/A

Comments

Goals/Competencies	Rating
Goal 5: Student was prepared to engage in culturally competent legal, ethical, and professional practice.	1 2 3 4 N/A
Adhered to legal and ethical standards as applied to psychological research and practice.	1 2 3 4 N/A
Demonstrated knowledge of federal, state, and local accountability procedures	1 2 3 4 N/A
Recognized and understood the factors that contribute to individual differences.	1 2 3 4 N/A
Exhibited skill in culturally responsive practice (e.g., consultation, assessment, intervention)	1 2 3 4 N/A
Participated in continuing education opportunities offered through the site or as relevant to externship practice.	1 2 3 4 N/A
Comments	

Goals/Competencies	Rating
Goal 6: Student was competent in understanding, using, and conducting research.	1 2 3 4 N/A
Accessed appropriate, quality research as appropriate for assessment and intervention planning.	1 2 3 4 N/A
Participated in research opportunities as appropriate to the site.	1 2 3 4 N/A
Comments	

Student demonstrated appropriate personal and professional behavior

- Showed interest and enthusiasm for work NA 1 2 3 4
- Accepted responsibility for own behavior NA 1 2 3 4
- Willingly accepted and carried out assignments NA 1 2 3 4
- Was punctual and had good attendance NA 1 2 3 4
- Completed work efficiently with minimal oversight NA 1 2 3 4
- Accepted and responded appropriately to supervision NA 1 2 3 4
- Demonstrated effective time management NA 1 2 3 4
- Displayed flexibility in planning according to the situation NA 1 2 3 4

- Returned phone calls/emails promptly NA 1 2 3 4
- Recognized own limitations and sought advice NA 1 2 3 4
- Adhered to site policies and procedures NA 1 2 3 4

1. Areas of strength or competency:

2. Areas for growth or additional training.

I certify that I have read the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date

Reminder: Make a copy of this completed form with signatures for the student's folder in the Main Office.



School Psychology Ph.D. Internship Guidelines
Department of School Psychology
University of Northern Colorado
Greeley, CO 80639

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. 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.

Students are highly encouraged to pursue APA-accredited internships. These internships have met the highest standards for the quality of the experience and level of supervision. An APA-accredited internship is 2000 hours and there are multiple sites across the country that accept and/or prefer School Psychology candidates. Students are able to apply to sites that specialize in certain types of populations or settings. There are also school-based consortia that provide a blend of training opportunities in school and non-school settings. Completion of an APA-internship is a minimum requirement for licensure as a psychologist in some states. Refer to *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* (Williams-Nickelson, Prinstein, & Keilin, 2013) for more detailed information on obtaining an APA-accredited internship.

Alternatively, students may complete their internship in a non-APA-accredited site. Requirements for the School Psychology Internship include at least 1500 hours of supervised experience by an individual who is both a licensed psychologist and a licensed/certified school psychologist. 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. A school-based 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 academic and behavioral interventions, child advocacy, program development and evaluation, and assessment and identification using problem-solving and traditional methods.

Students should be advised that APA-accredited internships are highly recommended to ensure and facilitate future licensure to practice at the independent level (for example, in a clinical, hospital, or private-practice setting). At this time, Colorado does not require an APA internship in order to obtain licensure; however, several other states do, and many states are considering legislation that will make an APA-accredited internship or the equivalent a requirement for licensure as a psychologist.

General Internship Guidelines

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) (www.appic.org). This organization 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; revised October 2013)

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. While supervision by a licensed psychologist is part of an APA-internship, this type of supervision is more difficult to find in a school-based setting. Nevertheless, students choosing the school-based internship must be supervised by an individual who is both a licensed psychologist and a school psychologist.

Option 1:

Through APPIC, students can pursue many different types of APA-accredited internships which are 2000 hours long and are required for licensure in many states. Students who pursue an APA-accredited internship that is part of a school consortium or has at least 600 hours in the school, may simply select this internship option. However, if you are applying for multiple sites, some without a school component, you will need to complete at least 600 hours of school-based internship in order to be eligible for licensure as a school psychologist.

Option 2:

Completion of a minimum of 1500 clock hours (180-day or greater contract) in a school setting (faculty approved). The experience may occur in more than one setting, but 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, consultation, or some other type of advanced practice.

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 a student completed a part-time internship in a clinic setting (~750 hours), that individual would 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.

Note that students who have previously completed a supervised internship at the specialist level are waived from the requirement of completing 600 hours of their doctoral-level internship in a school setting. They are free to apply to exclusively clinical internships if they choose.

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. Students must have completed all course requirements, completed their comprehensive exams, and successfully proposed their dissertations (according to policy listed below).

Dissertation proposal before internship policy. The Proposal Defense must be scheduled before any student can apply for internship. The Proposal Defense cannot 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. **Please note: You will not be able to add**

APCE 789: School Psychology Internship after the add/drop date in any given semester; plan accordingly in terms of your dissertation proposal defense!

May 2003

Rev. September 2005

Recommended experiences before internship.

Individual APPIC sites may indicate specific experience requirements for applicants. For example, many sites indicate a minimum number of hours of direct intervention services and/or assessments. Some also require that comprehensive exams, dissertation proposal, and/or dissertation defense be completed before applying for and/or beginning the internship. Although not necessarily a requirement, some sites also list the minimum and maximum number of comprehensive reports (e.g., those written during clinical experiences in APCE 775 and 776) written by their interns from the previous year's cohort.

In addition, APPIC conducted a survey in 2011 regarding applicants' previous training and experience, as well as other information. Results regarding the entire pool of applicants can be seen at <http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part1.aspx> and results regarding those who matched in Phase I can be seen at

<http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part2.aspx> and at <http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part3.aspx>.

In 2011, the median doctoral-level hours reported by applicants were 573 intervention hours, 148 intervention hours, and 303 supervision hours. The median number of application sites was 16, and the median number interviews was 6. The median number of integrated psychological reports was 7 for adults and 5 for children/adolescents. Most applicants had never published an article in a refereed journal (57%) or a book or book chapter (80%). The median number of professional conference presentations was 3.

Applying for the internship. In preparation for the internship, students should attend the internship planning meetings that occur each fall. 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. Students planning on applying to an APA-accredited site are encouraged to attend this meeting multiple times beginning their second year in the program in order to be fully aware of the process for applying for an APA-accredited internship.

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 adolescence/young adult; 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.

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 Field 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:

- 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.) Students who pursue an APA-accredited internship will work under the contract generated at their sites.

- 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.
- Interns will adhere to all professional expectations of the site.
- Interns will meet with Field and University Supervisors as required. For a full-time placement, at least two hours per week of individual, face to face supervision is required. If part-time, the individual may meet with his or her Field Supervisor one hour per week.
- 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.
- 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 Field Experience Log on p. 75). These logs will be turned in to the University Supervisor monthly. If students are at an APA-accredited site, they will use the log form that is provided by the site.
- Interns will sign all reports with a title that clearly represents their training status, such as “School Psychology Intern”.
- Interns will follow the schedule of the school district or other site in which they complete their placement unless an alternative schedule is specified in their contract.
- 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 intern’s mentor, providing personal support and professional guidance as the intern adapts to the professional demands of School Psychology; (2) that of the intern’s critic, carefully evaluating the adequacy of the intern’s skills and his or her suitability for the professional role of school psychologist and (3) that of the intern’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:

- Ph.D. level interns must have a Ph.D. level Field Supervisor who is both a licensed psychologist and a licensed/certified school psychologist. The Field Supervisor must have at least 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).
- Field Supervisors will supervise the intern’s daily activities by preparing the intern for unfamiliar situations, guiding the intern through new activities, and reviewing and discussing completed activities with the intern.
- Field Supervisors will direct the implementation of the placement plan through case assignment, incorporating the intern into ongoing site activities, and monitoring intern participation in the supervisor’s own activities.
- Field Supervisors will provide at least two hours of individual, face-to-face supervision per week except when an intern works less than 10 hours per week, in which case the supervisor should provide at least 1 hour of face-to-face supervision.

- Field Supervisors will inform the University Supervisor of any intern behavior that interferes with the intern's effective professional practice in the placement site.
- Field 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 Field Supervisor will complete a minimum of two written evaluations with the University Supervisor, one midway through the internship and one at the end of the internship.
- Field Supervisors will review the intern's log of hours, require modifications as needed, and sign the final log attesting to its accuracy
- Field Supervisors will insure that the intern'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, 2002; amended 2010), the *NASP Professional Standards* (NASP, 2010), 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:

- The University Supervisor will recruit placement sites and certify that these sites meet the program standards.
- 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. These visits should include opportunities for the University Supervisor to visit the schools and special facilities served by the intern, introductions and brief conversations with principals and teachers in those facilities, and extensive discussions 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 necessary.
- The University Supervisor will direct a monthly seminar for interns.
- The University Supervisor will review the intern's progress and assign the intern's final grade.
- The University Supervisor will ensure that all of the intern's supervised placements represent a diversity of experiences with opportunities to address a broad spectrum of professional problems, and to provide services for ethnically diverse children in grade levels ranging from preschool to high school.

Log of contact hours. Interns 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, activities performed, and the nature and extent of any supervision received. (see the School Psychology Field Experience Log on p. 75). At the end of each month, the intern 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 Field Supervisor, who will sign the log to attest to its accuracy. These logs will be submitted every month 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). All interns obtaining internship placements in Colorado school districts are required to apply for a Type II Authorization, Intern from CDE prior to beginning their internship. Interns may 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); 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 (<http://www.cde.state.co.us/>) 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 always at the Site, 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/credential in School Psychology, is a licensed psychologist, and has at least 3 years of experience as a school psychologist. If the intern 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. This person 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. For example, if the intern is conducting groups under the supervision of the school social worker, this individual should be a licensed social worker and have been licensed for a minimum of three years.

Interns should receive 2 hours of face-to-face supervision from their Site Supervisor 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 intern's performance. In most cases, the Site Supervisor will evaluate interns using the Internship Accomplishment Form (see p. 94), supplemented with written comments. However, if the intern is in an APPIC-member internship, the intern may use the form from that site for midterm and final evaluation. Passing grades (S) will be given by the University Supervisor when intern evaluations document that the intern 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 intern evaluations document that the intern's skills are not sufficient to support independent practice. The intern 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, interns 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.

If you are applying for an APA-Accredited internship site through APPIC, there are numerous policies that regulate the process of applying for, interviewing with, and ranking sites in the match. It is your responsibility to be aware of and to comply with each of these policies. More detailed information is available at the APPIC website, www.appic.org. Of note:

“Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent.”

Completing Supervised Experiences in Current Worksites. Interns 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. Interns 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, interns will need to meet the following criteria:

- 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.
- Receive a minimum of two hours per week of supervision from their supervisor(s)
- Have as a supervisor a school psychologist/licensed 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. Interns 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 intern is inadvertently placed in a school where a family member is employed, it is the intern's responsibility to notify the university supervisor at once.

Absences and Withdrawals. Interns 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.

Interns who are ill on a day when they are scheduled to be in their placement must notify their Site Supervisor as soon as possible, and prior to their first scheduled meeting or activity. Absences cannot count towards the intern's clock hours requirements; in most cases, interns 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 intern's Field Supervisor and the University Supervisor. In most cases, however, interns will be expected to follow the schedule of hours set forth in their written plan for the placement. Interns 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 Field Supervisor.

Technically, interns have the right to drop a course early in a given term, and the course will not appear on the intern's permanent record. However, because of the special nature of supervised placements, and the commitment they represent to the placement site, interns must notify the University Supervisor before withdrawing from a placement. At that point, a joint meeting of the intern, the Field Supervisor, the University program advisory, and the University Supervisor will be convened and an end to the placement will be negotiated. Interns 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. Interns 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. Interns 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 intern's personal, written statement describing the first placement and the intern's understanding of why it was unsuccessful; and on a discussion by the intern and supervisors of the specific factors that contributed to the intern's lack of success. In the event that a second placement is necessary, interns will be responsible for registering for the second internship and paying all fees and tuition due.

An intern's request for a second placement assignment will be reviewed by the University Supervisor, the Field Supervisor, and the intern's university advisor. This group may deny the intern's request, approve the intern's request with a modified plan for remediation, or approve the intern's request as written. A remediation plan may require that the intern repeat some experiences (e.g., legal and ethical course; counseling practicum) prior to being allowed to enroll in a second internship. Interns will not be placed in second supervised placements without intervention to assure that the same concerns are not present in subsequent assignments. Interns 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.

Financial Aid During Internship. Some student loans require at least half-time enrollment to qualify for deferment of payments and/or interest. Because internship is typically only 2 credits per

semester during internship, you may need to contact your lender to request deferment or forbearance (your lender will make the final decision about whether to grant your request). More information can be found at <http://www.direct.ed.gov/postpone.html>.

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 587	

Research Core			
SRM 700		APCE 737	
SRM 602		SRM 603	
SRM 610		APCE 663 (4 semesters)	
APCE 781		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.

Please note: You will not be able to add APCE 789: School Psychology Internship after the add/drop date in any given semester, plan accordingly in terms of your dissertation proposal defense!

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

UNC INTERNSHIP PROPOSAL FORM

**Programs in School Psychology
University of Northern Colorado**

STUDENT NAME:
ADDRESS:

TELEPHONE:
FAX:
EMAIL:

SITE:

SUPERVISOR NAME:
DEGREE/LICENSURE:
ADDRESS:

PHONE:
FAX:
EMAIL:

Contract Term:
STARTING DATE:
ENDING DATE:

Pay:

RESPONSIBILITIES COMMENSURATE WITH UNIVERSITY OF NORTHERN COLORADO INTERNSHIP
GUIDELINES? YES NO

APA – ACCREDITED INTERNSHIP? YES NO

APPROVED BY:

INTERNSHIP COORDINATOR

PROGRAM ADVISOR

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 for professional meetings should be provided to interns to the same extent that it is provided to other 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
--------	------

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

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



University of Northern Colorado
Midterm and Final Internship Accomplishment Form (Ph.D.)

Intern: _____ Evaluation Dates: Mid _____ Final _____

Supervisor: _____ Site: _____

Please check all that apply: ☐ State Dep. of Ed. License/Certification (school psychologist)
☐ NCSP ☐ State DORA License (licensed psychologist)

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 NA 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 – 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 – **Independent**

Goal 1: School psychology interns will have a broad and general understanding of the theoretical and conceptual foundations of psychology.

Midterm	Competencies	Final
1 2 3 4 5 NA	Integrate theoretical knowledge and research to address underlying developmental, biological, cognitive, affective, and social bases of behavior.	1 2 3 4 5 NA
1 2 3 4 5 NA	Apply understanding of these bases of behavior to improve social, emotional, behavioral, and educational outcomes for all children/students.	1 2 3 4 5 NA
1 2 3 4 5 NA	Measure these bases of behavior from infancy to adulthood.	1 2 3 4 5 NA
1 2 3 4 5 NA	Use knowledge about learning and cognition to facilitate academic growth in students	1 2 3 4 5 NA
1 2 3 4 5 NA	Adapt psychological practices to developmentally appropriate levels that meet the needs of the individual.	1 2 3 4 5 NA
Comments		

Goal 2: School psychology interns are able to implement systemic and consultative interventions																		
Midterm		Competencies							Final									
1	2	3	4	5	NA	Communicate effectively with school personnel, families, and students.							1	2	3	4	5	NA
1	2	3	4	5	NA	Display good listening skills.							1	2	3	4	5	NA
1	2	3	4	5	NA	Know and be able to implement effective evidence-based service models, as related to universal, selective, and targeted intervention.							1	2	3	4	5	NA
1	2	3	4	5	NA	Convey knowledge of various systems (e.g., family, school, community) and the complexities of systems-level interactions both within and across these settings.							1	2	3	4	5	NA
1	2	3	4	5	NA	Work to create/strengthen ties to the community and its resources.							1	2	3	4	5	NA
1	2	3	4	5	NA	Exhibit knowledge of family systems, including family strengths and influences on student development, learning and behavior.							1	2	3	4	5	NA
1	2	3	4	5	NA	Promotes family involvement through frequent communication, consultation, and/or parent training activities.							1	2	3	4	5	NA
1	2	3	4	5	NA	Select and implement the most appropriate consultative model for each system.							1	2	3	4	5	NA
1	2	3	4	5	NA	Evaluate the effectiveness of consultation and modify as appropriate.							1	2	3	4	5	NA
1	2	3	4	5	NA	Adapt practice in consideration of the impact of diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.							1	2	3	4	5	NA
1	2	3	4	5	NA	Implement effective systemic prevention or intervention programming.							1	2	3	4	5	NA
1	2	3	4	5	NA	In collaboration with others, develop appropriate educational goals for students with different abilities, disabilities, strengths, and needs.							1	2	3	4	5	NA
1	2	3	4	5	NA	Conducts effective in-services or other programs for parents, school staff members, or others							1	2	3	4	5	NA
1	2	3	4	5	NA	Participate in the development and implementation of policies and practices that create effective learning environments.							1	2	3	4	5	NA
1	2	3	4	5	NA	Participate in risk assessments and crisis response planning							1	2	3	4	5	NA
1	2	3	4	5	NA	Respond effectively to crisis situations.							1	2	3	4	5	NA
Comments																		

Goal 3: School psychology interns are knowledgeable and skilled in comprehensive assessment for the purpose of understanding challenges, developing interventions, and measuring change.												
Midterm		Competencies					Final					
1	2	3	4	5	NA	Select evaluation methods that are most appropriate.	1	2	3	4	5	NA
1	2	3	4	5	NA	Accurately administer, score, interpret, and report (in both written and oral format) various cognitive, personality, academic, and behavioral measures.	1	2	3	4	5	NA
1	2	3	4	5	NA	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.	1	2	3	4	5	NA
1	2	3	4	5	NA	Translate assessment results into empirically based decisions about service delivery.	1	2	3	4	5	NA
1	2	3	4	5	NA	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.	1	2	3	4	5	NA
1	2	3	4	5	NA	Facilitate the implementation of individualized interventions to achieve student goals.	1	2	3	4	5	NA
1	2	3	4	5	NA	Identify risk and resiliency factors in children and use this information in program development.	1	2	3	4	5	NA
1	2	3	4	5	NA	Evaluate the effectiveness of interventions and modify as necessary and appropriate.	1	2	3	4	5	NA
1	2	3	4	5	NA	Participate in school-wide program evaluation efforts	1	2	3	4	5	NA

Goal 4: School psychology interns are able to skillfully provide psychological services.																	
Midterm						Competencies						Final					
1	2	3	4	5	NA	Demonstrate knowledge and skill in identifying individuals or groups who may benefit from intervention services.						1	2	3	4	5	NA
1	2	3	4	5	NA	Recognize psychopathology and articulate its potential influence on school functioning.						1	2	3	4	5	NA
1	2	3	4	5	NA	Select and implement evidence-based direct services (e.g., individual and group counseling).						1	2	3	4	5	NA
1	2	3	4	5	NA	Monitor and document progress (and modify services as necessary).						1	2	3	4	5	NA
Comments																	

Goal 5: School psychology interns are prepared to engage in culturally competent legal, ethical, and professional practice.												
Midterm						Competencies						Final
1	2	3	4	5	NA	Adhere to legal and ethical standards as applied to psychological research and practice.	1	2	3	4	5	NA
1	2	3	4	5	NA	Recognize and understand the factors that contribute to individual differences, including ability, culture, SES, sexual orientation, and language.	1	2	3	4	5	NA
1	2	3	4	5	NA	Convey the sensitivity and skills necessary to work with diverse types of individuals and families	1	2	3	4	5	NA
1	2	3	4	5	NA	Integrate principles of advocacy and social justice into service delivery.	1	2	3	4	5	NA
1	2	3	4	5	NA	Exhibit skill in culturally responsive practice (e.g., consultation, assessment, intervention) that reflects adherence to legal and ethical standards.	1	2	3	4	5	NA
1	2	3	4	5	NA	Demonstrate commitment to ongoing professional preparation and leadership.	1	2	3	4	5	NA
1	2	3	4	5	NA	Understand the history and foundations of school psychology.	1	2	3	4	5	NA
Comments												

Goal 6: School psychology interns are competent in understanding, using, and conducting research.																	
Midterm		Competencies								Final							
1	2	3	4	5	NA	Display skill in evaluating and applying current research in the field of school psychology.						1	2	3	4	5	NA
1	2	3	4	5	NA	Apply knowledge of research design, methodology, and statistical analysis.						1	2	3	4	5	NA
Comments																	

Midterm						Professional Work Characteristics						Final					
1	2	3	4	5	NA	Communication skills						1	2	3	4	5	NA
1	2	3	4	5	NA	Adaptability						1	2	3	4	5	NA
1	2	3	4	5	NA	Effective interpersonal relations						1	2	3	4	5	NA
1	2	3	4	5	NA	Initiative and dependability						1	2	3	4	5	NA

1 2 3 4 5 NA	Ethical responsibility	1 2 3 4 5 NA
1 2 3 4 5 NA	Respect for human diversity	1 2 3 4 5 NA
Comments		

Midterm Goals:

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

Intern Signature and Date (Midterm)

Intern Signature and Date (Final)

Field Supervisor(s) Signature and Date (Midterm)

Field Supervisor(s) Signature and Date (Final)

University Supervisor Signature and Date (Midterm)

University Supervisor Signature and Date (Final)

Case Study Guidelines

During your school psychology internship, you are to complete two case studies, one for a behavioral case and one for an academic case. In these case studies, you will be expected to describe two actual cases that have been completed using systemic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case studies and will also serve as a guideline as you are developing your case studies. Each case study should be no more than 10-15 pages long including charts and graphs. Students who pursue their internships in hospital or other non-school settings should complete their case studies during their 600 hours of school-based internship.

Section 1: Provide a brief description of the student(s), the context, and the presenting issue. 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. You will also need to include a single-case statistic (for example, PND or PEM) to measure your intervention's results. 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 generalized 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 studies. It can also serve as an additional guide as you are developing them. Each case study should be no more than 10-15 pages including charts and graphs. There are 19 elements to the case study and you should score at least 38 pts or better (Mean of 2.0 indicating proficient) in order to pass this assignment and demonstrate that your intervention efforts and plan had a positive effect on student learning or behavior. Total possible pts is 57.

Comprehensive 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 Analysis, 2.3	Hypotheses do not reflect an awareness of issues related to diversity (e.g.,	Hypotheses reflect some awareness of issues related to diversity, but are not	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic,

	physical, social, linguistic, cultural)	fully explained or show limited understanding.	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 personnel included in the plan.	It appears that a collaborative process was used to design the intervention and there is reference to the logistics of setting, time, resources, and personnel included in the plan. Some of the aspects of these logistics may be vague or have not been fully considered.	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 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 shared.	Effectiveness of the interventions is shared through collaboration 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.	Effectiveness of the interventions is shared with other stakeholders through the use of technology and from this data, modifications for future interventions are considered.
Professionalism,	It is not clear that all	All legal and ethical	All legal and ethical

5.1	legal and ethical guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).	guidelines appear to have been followed in completing this case study.	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 _____/57

(Students must achieve a minimum of 38 (or an average of 2.0) indicating overall proficiency. If you do not meet this level of proficiency, your case will be returned to you and you will need to make revisions until it is acceptable. If elements are missing that cannot be added (e.g., no baseline data collected), you will need to complete a new case.)

Appendices

- Academic Integrity and Student Code of Conduct
- Student Concerns of Treatment by Faculty
- Student Academic Appeals Process
- UNC Discrimination & Sexual Harassment Policy
- Nonamorous Dual Relationships Policy
- Student Review and Retention: Policy and Procedures Manual

Academic Integrity and Student Code of Conduct

Academic Integrity – this material is copied from the Dean of Students website located at:
<http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>

In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.

Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an —F on the work in question, (2) an —F in the course, (3) other academic penalties as outlined in the professor's course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section below, or (5) any combination thereof. Procedural due process, including the right to appeal, is to be followed in making a determination of whether academic misconduct has occurred.

Generally, a student's intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student's intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.

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.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

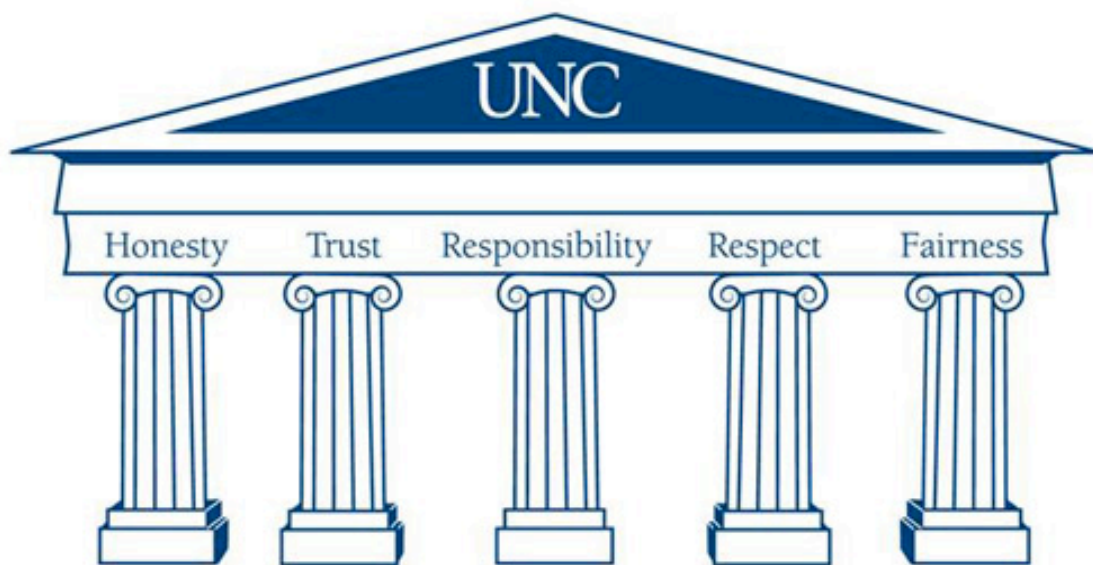
As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, cell phones, PDAs, calculators or copying from or conversing with others during an examination (unless such external aids or communication are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else. Prior approval of the instructor(s) is required before submission of all or part of the same academic work for more than one course.

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

Student Code of Conduct: The complete Student Code of Conduct is available at <http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>

Honor Code for The University of Northern Colorado



Honor the Pillars

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

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. The student who has a specific conflict shall first discuss his/her concern with the faculty member in question. In the event that the student has justifiable 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. If the student does not believe that the initial conference with the instructor has resolved the conflict, a request may be made for a conference with the faculty member's School Director. The School Director may confer with both the student and the instructor. If the student has not yet communicated directly with the faculty member and has justifiable reasons for not doing so, anonymity may be requested at this step. If the instructor is the School Director, the student may proceed directly to Step 3. At the student's request, the School Director will inform the student in writing, of any outcome of this process within 20 calendar days of the conference.

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 School Director'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 School Director. The dean will issue a written reply to the student within 20 calendar days of the conference. The decision of the dean will be final.

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/communityStandards/policies/discrimination.html>

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.

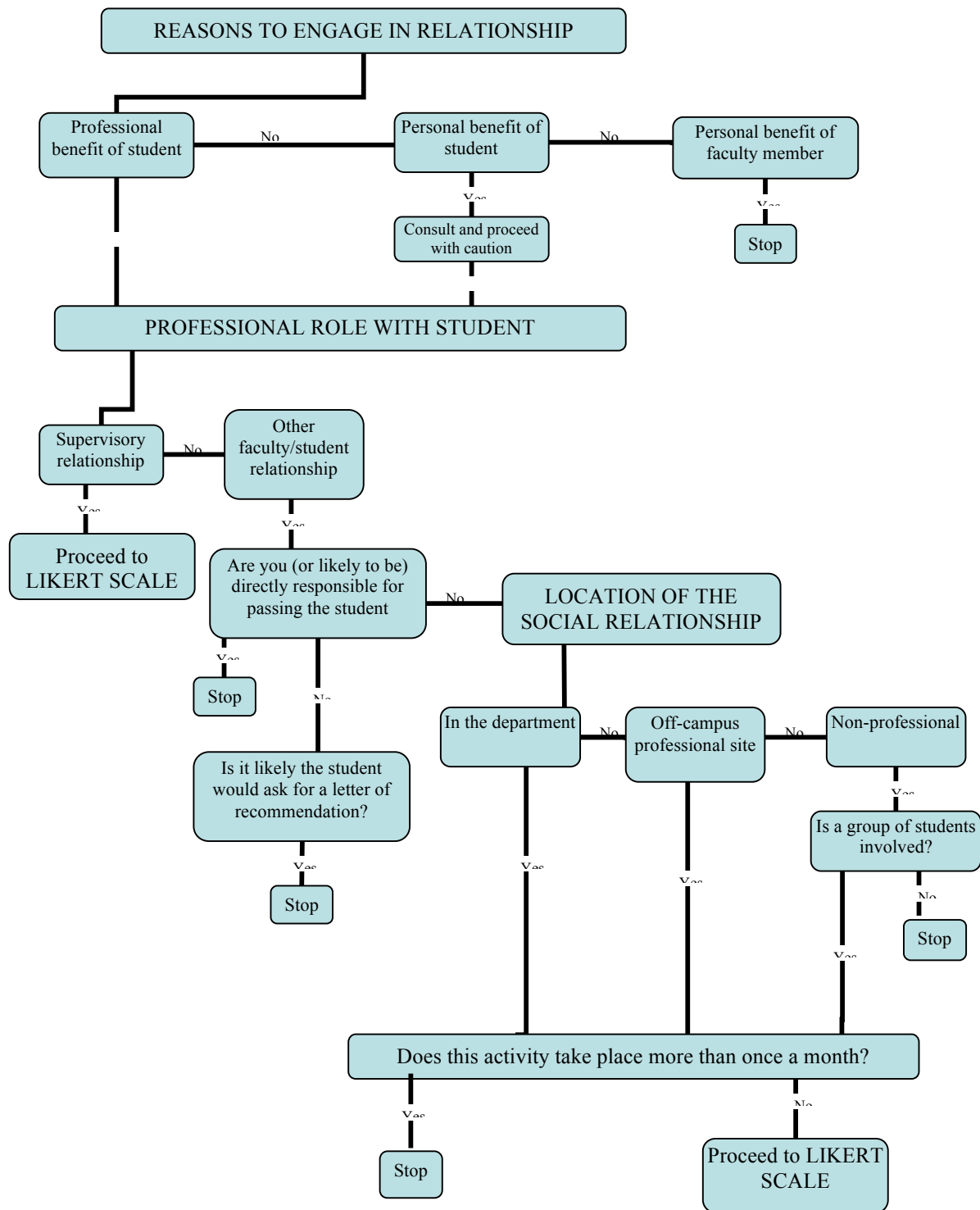
Dual Relationship Decision-Making Guide

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.

Part I



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 treatment Inequitable treatment

3. The student in the relationship is

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

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

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

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

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