



UNIVERSITY OF
NORTHERN
COLORADO

Student Handbook

Ph.D. in School Psychology

2019-2020

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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/en/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 accredited by the Commission on Accreditation of the American Psychological Association. In 2019, the program received full APA accreditation and our next accreditation cycle will be in 2028. 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 health service psychologists 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 health service psychologists in the practice area of school psychology who are able to apply, through careers in research and/or practice, psychological and educational principles to improve the lives of children and families across home, school, and community contexts. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children and adolescents; 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, working with diverse populations, relevant law, ethical principles and professional practice provide a basis upon which skills in assessment and intervention are built. Consistent with our Ph.D. training, these skills and foci are addressed with an emphasis on understanding and using extant research to guide practice, as well as contributing to the literature to advance school psychology practice.

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 strive to provide exposure to diverse populations through our practicum

placements and attention to cultural applications of all course content, and we encourage students research and community projects on cultural and diversity issues. 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.

The school psychology program includes an M.A. degree en route to the Ph.D. Courses in the M.A. curriculum cover foundational aspects of professional practice, and they provide a basis upon which later experiences in the Ph.D. program are based. The Ph.D. 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 and successful completion of a national examination (EPPP), graduates are able to obtain licensure as a psychologist through the state licensing agencies. Although many of our graduates choose to work in the schools, we have had many pursue careers in academia, hospitals and integrated community health settings, and private practice.

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). NSCP certification requires ongoing professional development credits.

American Board of Professional Psychology (ABPP) After completing the doctoral degree and obtaining licensure as a psychologist, UNC graduates may apply for board certification in the area of school

psychology. This certification requires a review of credentials, practice samples, and an oral examination.

School Psychology Faculty

Dr. Robyn S. Hess

Dr. Hess is a Professor and Chair of the School Psychology Department. She is also the Training Director for the newly formed High Plains Psychology Internship Consortium. 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 before returning to UNC. Her research interests are in the areas of school dropout/completion especially among diverse students, culturally responsive assessment and intervention, working with refugee youth and their families, systemic interventions for children's mental health, and stress/coping in children. Recent publications have appeared in the *Journal of Applied School Psychology*, *International Journal of Educational and School Psychology*, and the *American Journal of Orthopsychiatry*. 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 Treasurer for the School Psychology Specialty Council 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), and is a licensed psychologist, and is a licensed school psychologist in Colorado. She is an APA Fellow and was recently recognized with APA Division 16's *Contribution to Practice Award*.

Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor of School Psychology. She earned her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995, and she completed a post-doctoral fellowship at the University of Tennessee-Memphis Boling Center for Developmental Disabilities. Dr. Athanasiou has been on the school psychology faculty at UNC since 1996. Her professional interests are in the areas of applied behavior analysis, parent and teacher consultation, and early childhood service delivery. She recently received a 5-year Federal grant from the Office of Special Education Programs to train school psychology and special education students to provide culturally competent applied behavior analysis services. Dr. Athanasiou co-coordinates the BACB-approved graduate certificate program in Applied Behavior Analysis. She is on the editorial board of the *Journal of Educational and Psychological Consultation*. Dr. Athanasiou is a licensed psychologist in Colorado, a Nationally Certified School Psychologist (NCSP) and Doctoral level Board Certified Behavior Analyst (BCBA-D).

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. David Hulac

Dr. David Hulac is an associate professor of school psychology. He has over 20 years of experience as a teacher, school psychologist and professor. He has been the president of the Trainers of School Psychology and a Vice President with Division 16 of the American Psychological Association. Dr. Hulac was also the recipient of the 2012 Belbas-Larson Award for Excellence in Teaching at the University of South Dakota as well as the Outstanding Scholar Award for the College of Education and Behavioral Sciences at UNC. He has multiple publications in the area of Response to Intervention for Behavior and Academics and is the author of the books *Behavioral Interventions in Schools: A Response to Intervention Guidebook* and *Evidence-Based Strategies for Effective Classroom Management*. Dr. Hulac is a licensed psychologist in the state of Colorado. He is the father of three kids and the husband of an 8th grade English teacher.

Dr. Erin Yosai

Erin R. Yosai, Ph.D., NCSP is an Assistant Professor of School Psychology and Nationally Certified School Psychologist. She earned her master's degree in Psychological Sciences from Montana State University in 2012, and her PhD. in School Psychology from the University of Montana in 2017. Dr. Yosai directs the Wellness in Multi-tiered Systems of School Psychology (WiMSSY) Collaborative which researches positive, inclusive interventions that promote wellness in multi-tiered systems of school psychology. Her current projects include understanding the offerings and outcomes of academic and mental health intervention in post-secondary school psychology for diverse students. She also is working on projects related to mindfulness-based interventions, trauma-informed care, and equitable education. Dr. Yosai is an active member in numerous state-wide and national professional organizations. Outside academic life, Dr. Yosai is a doting dog mom, avid hiker, amateur nature photographer, and music lover.

Adjunct Faculty

At times, we hire experts in the field to bring their knowledge and experience into the classroom for our students. The following professionals are identified as adjunct faculty and may be working in the schools, courts or private practice.

Dr. Anthony Baldo

Tony Baldo is a School Psychologist at Weld Re-8 school district and an adjunct professor at the University of Northern Colorado. In November 2019 he was named School Psychologist of the Year by the Colorado Society of School Psychologists. He enjoys hiking, skiing, biking and spending time in the Colorado outdoors.

Dr. Kathie Koehler-Hak

Dr. Hak received a Ph.D. in school psychology from the University of Oregon in 1996, and a MA in psychology/counseling from Pepperdine University in 1991. She has a wide variety of experiences including school psychological practices in the public schools and private practice, consultation, counseling, professional supervision and academia. She is a licensed psychologist in Colorado (LP), a Nationally Certified School Psychologist (NCSP) and a Board-Certified Behavior Analyst-Doctoral level (BCBA-D). Her background includes work as a national consultant, providing training in the development of educational environments that enhance literacy, parent partnerships and healthy social emotional development for children and adolescents. In addition to her adjunct work at UNC, Dr. Hak

maintains a private practice where she provides individual counseling, small groups social skills, evaluation and parent consultation for children and adolescents with neurodevelopmental disabilities.

Affiliated Faculty

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.

Campus Community

UNC is located in Greeley, Colorado. The population of Greeley is approximately 104,000, 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 over 2.9 million, is home to eight 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 8,500 undergraduate and 2,700 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, offering important psychological services to the local community.

Student Admissions, Outcomes, and Other Data

These data reflect the status of the Ph.D. School Psychology program through the end of Summer 2019. This information is updated each year by October 1.

Time to Completion For All Students Entering the Program

Outcome	Year in which Degrees were Conferred																					
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		Total	
Total number of students with doctoral degree conferred on transcript	12		4		6		5		6		10		5		2		7		7		64	
Mean number of years to complete the program	5.4		4.4		5.6		4		5		5.6		5.4		4.7		5.6		5.6		5.1	
Median number of years to complete the program	5.6		3.4		5		4		5.2		5.8		5		4.7		6.4		5.4		5.2	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	5	42	3	75	2	33	3	60	2	33	4	40	1	20	1	50	3	43	2	29	26	41
Students in 5 years	2	17	0	0	2	33	2	40	3	50	2	20	2	40	1	50	0	0	2	29	16	25
Students in 6 years	3	25	0	0	1	17	0	0	1	17	2	20	2	40	0	0	2	29	2	29	13	20
Students in 7 years	2	17	0	0	0	0	0	0	0	0	1	10	0	0	0	0	1	14	1	14	5	8
Students in more than 7 years	0	0	1	25	1	17	0	0	0	0	1	10	0	0	0	0	1	14	0	0	4	6

Course waivers are considered for students who enter the doctoral program with advanced degrees obtained in the previous 5 years. It is incumbent upon 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 to make available graduate transcripts as well as previous syllabi, if such materials are requested. Credit for prior graduate coursework typically decreases time to completion of the program by up to one year. Mean/median variation by year is in part explained by the number of students who enter the Ph.D. program with a previous Ed.S. degree in school psychology. These students generally finish the program in fewer semesters than those entering with a bachelor's degree.

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 are a legal resident of one of the Western states (AK, AZ, CA, CO, HI, ID, MT, NV, NM, ND, OR, SD, UT, WA, or WY), you may qualify for in-state tuition. Applicants who reside in other states may obtain Colorado residency after one year.

Description	2019-2020 1 st year Cohort Cost
Tuition for full-time students (in-state)	25,270
Tuition for full-time students (out-of-state)	47,804
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	665 (in state)
University/institution fees or costs	4,212
Additional estimated fees or costs to students (e.g. books, travel, etc.)	3,000

Internships

Our doctoral students have successfully completed internships in a number of different sites across the country. Historically, the majority of our doctoral students have traditionally pursued school-based internships, which are typically paid with a small stipend. In the past three years, the percentage of students pursuing APA-accredited internships has increased. Beginning with the doctoral cohort admitted in Fall 2016, students will be required to pursue APPIC member internships.

Internship Placement – Table 1

Outcome	Year Applied for Internship																			
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	2	33	2	29	0	0	2	33	1	10	2	33	2	29	4	80	3	50	5	71
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	1	10	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	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	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	4	67	4	57	4	100	4	67	8	80	4	67	5	71	1	20	3	50	2	29
Students who obtained any internship	6	100	6	86	4	100	6	100	10	100	6	100	7	100	5	100	6	100	7	100
Students who sought or applied for internships including those who withdrew from the application process	6	-	7	-	4	-	6	-	10	-	6	-	7	-	5	-	6	-	7	-

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 10 years, our attrition rate has been 13% (10 out of 74 students).

Variable	Year of First Enrollment																			
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	7	-	11	-	8	-	5	-	7	-	7	-	9	-	7	-	7	-	6	-
Students whose doctoral degrees were conferred on their transcripts	6	86	8	73	8	100	3	60	2	29	4	57	2	22	0	0	0	0	0	0
Students still enrolled in program	0	0	1	9	0	0	1	20	4	57	2	29	7	78	4	57	6	86	6	100
Students no longer enrolled for any reason other than conferral of doctoral degree	1	14	2	18	0	0	1	20	1	14	1	14	0	0	3	43	1	14	0	0

Licensure

After completing the degree, students are eligible to license as School Psychologists with their state's Department of Education. This licensure/certification has been obtained by 98% of our students in the last 10 years. With additional supervised experience and successful completion of the EPPP, students are eligible to obtain licensure as Psychologists. Of those who have graduated in between 2009 and 2017, 43% have become Licensed Psychologists. Additionally, we have nine students who are actively seeking licensure and are registered as Psychologist Candidates.

Outcome	2009-2019
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	58
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	25
Licensure percentage	43%

Ph.D. School Psychology Aims, Profession-Wide Competencies and Elements

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 profession-wide competencies shown below. Evaluation of students throughout the program ensures that upon graduation, students have attained these competencies.

Program Aim

The aim of the doctoral program is to develop health service psychologists in the practice area of school psychology who are able to apply, through careers in research and/or practice, psychological and educational principles to improve the psychosocial environments of children (ages birth-21) and their families.

Profession-Wide Competencies and Elements

Profession-Wide Competency: Research
<i>Element 1:</i> Student demonstrates the ability to conduct research and engage in other scholarly activities.
<i>Element 2:</i> Student demonstrates the ability to use knowledge of research and statistics to critique research.
<i>Element 3:</i> Student evaluates and disseminates research through publication/presentation.
Profession-Wide Competency: Ethical and Legal Standards
<i>Element 1:</i> Student is knowledgeable about and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics, as well as laws, regulations, rules and policies governing health service psychology practice in school and community settings.
<i>Element 2:</i> Student recognizes and responds to ethical dilemmas as they arise.
<i>Element 3:</i> Student behaves ethically in all aspects of professional behavior and health service psychology practice.
Profession-Wide Competency: Individual & Cultural Diversity
<i>Element 1:</i> Student can articulate an approach to addressing diversity in health service psychology practice that is based on knowledge of current literature and an analysis of how their own history, attitudes, and biases affect how they interact with others different from themselves.
<i>Element 2:</i> Student integrates awareness and knowledge of individual and cultural differences in health service psychology practice and uses an informed approach to working effectively with diverse groups.
Profession-Wide Competency: Professional Values and Attitudes
<i>Element 1:</i> Student behaves in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
<i>Element 2:</i> Student engages in self-reflection regarding personal and professional functioning and in activities to maintain and improve performance, well being and professional effectiveness.

Element 3: Student actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Profession-Wide Competency: Communication and Interpersonal Skills

Element 1: Student develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services.

Element 2: Student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and student demonstrates a thorough grasp of professional language and concepts.

Element 3: Student demonstrates effective interpersonal skills and ability to manage difficult communication well.

Profession-Wide Competency: Assessment

Element 1: Student selects and applies a wide range of empirically-based assessment methods, and student collects data appropriate to identified goals and questions of the assessment and relevant diversity characteristics of the client.

Element 2: Student interprets assessment results, following current research and professional standards, to inform case conceptualization, classification, and recommendations, while guarding against biases. Student distinguishes the aspects of assessment that are subjective from those that are objective.

Element 3: Student communicates orally and in written documentation the findings and implications accurately and in a manner sensitive to a range of audiences.

Element 4: Student uses assessment procedures to evaluate systems for the purposes of program planning and evaluation.

Profession-Wide Competency: Intervention

Element 1: Student establishes and maintains effective relationships with the recipients of psychological services and others involved in service delivery (e.g., parents, site personnel).

Element 2: Student develops and implements interventions informed by the scientific literature, assessment findings, diversity characteristics and contextual variables.

Element 3: Student skillfully uses a variety of intervention modalities appropriate to the situation.

Element 4: Student evaluates intervention effectiveness and adapts interventions consistent with ongoing evaluation.

Profession-Wide Competency: Supervision

Element 1: Student demonstrates knowledge of models of supervision for health service psychology practice.

Element 2: Students demonstrates knowledge of supervision practices.

Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills

Element 1: Student demonstrates knowledge and respect for the roles and perspectives of other profession.

Element 2: Student demonstrates knowledge of consultation models and practices.

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 at least the first two summer semesters). Individual program lengths will vary, but students should plan on dedicating 5 years to the school psychology program if entering with a bachelor's degree.

Residency: Each student must complete at least two terms of full-time study in residence after admission 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 students' responsibility to set up times to meet with their advisor concerning issues such as selecting classes each semester and preparing a plan of study. Students may wish to change their advisor as they select a dissertation research topic in order to work with a faculty member who has expertise related to that area. The "Advisor Change Request Form" is at: <http://www.unco.edu/cebs/special-education/pdf/current-generalist-ma/change-advisor-form.pdf>.

Students are expected to meet with their advisors a minimum of once 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: Plans of study specific to both the master's en route and the Ph.D. degree in school psychology are available later in this Handbook. The generic form and instructions can be found at: <https://www.unco.edu/graduate-school/pdf/Plan-of-Study.pdf>

Students are responsible for going over the form with their advisor to determine the courses they are required to take, whether any courses can be waived, or if any courses previously taken at another institution of higher learning can be transferred to their program. The Plan of Study needs to be submitted by the end of the second semester in the program (i.e., for ease, both the M.A. and Ph.D. plans should be submitted by the end of the spring of Year 1 in the program). Students and their 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 students will be eligible for graduation. Any changes to the Plan of Study must be approved by the advisor and the Graduate School.

Registration: Registration information is available at:

<http://www.unco.edu/graduate-school/student-resources/new-students/registration.aspx>

Students will register using their URSA account (the first half of your BearMail address). Further instructions were included in the Graduate School Acceptance Letter. Students may also call the Help Desk at (970) 351- 4357 for further assistance accessing their URSA account.

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., 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 the program. Instead the student typically has fewer required courses to take in the program at UNC, 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.

Request to Enroll Qualtrics Survey: Some courses in the program have very limited enrollment. Students will be placed in these classes using the following procedure. A link to a Qualtrics survey will be sent to all students at the midterm of fall and spring semesters. Students wishing to register for these courses indicate as such on the survey. Priority is given to students: 1) for whom the course is required; and 2) who are nearer to the completion of their program. Survey results are used to create course lists. These lists (by last four digits of Bear #) are posted in the hall outside the main office. Students have two weeks to commit to taking the class. If the student commits and then later drops the course or fails to register, 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 registration the following semester.

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.

Use of BearMail: All official correspondence will be sent using the Bear Mail system. All students have a Bear Mail account and are expected to check it frequently for important information. Note that failure to check this account will NOT be a valid excuse for missing deadlines, failure to obtain information, etc.

Off-Campus Registration: Students may register for two courses or 6 semester hours of coursework (excluding assessment courses and practica, which must be taken on campus) through our external degree program. All courses required for the Ed.S. program are offered in Denver on a weekend format. Students will receive separate fee statements for on- and off-campus class registration. Students must receive permission from their 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/dean-of-students/pdf/Student-Code-of-Conduct.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/dean-of-students/offices-resources/student-rights-responsibilities/>

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

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 students' protection, they should keep a copy of all forms concerning their 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.

Departmental Record Retention:

All student materials (e.g., application materials, evaluations, program correspondence) are retained for a period of 10 years. Information is stored in locked file cabinets in McKee 248 as long as the student is in the program, and subsequently in locked file cabinets in McKee 201.

Fingerprinting: All students are required to 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 they will be subscribed to the School Psychology listserv. Students simply need to request through the office manager to be added to the listserv. The listserv is the most efficient way to distribute information such as class schedules, deadlines, and registration information. If a student's BearMail changes, he or she should let office staff know so that they can continue to receive these important emails.

Letters of Recommendation: During the program, it is likely that students will need letters of recommendation from faculty for such things as scholarships, fellowships, field placements, 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 an updated 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: 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 (CSSP) and the student organization of Division 16 (SASP).

Other Important Information

Student Support Services: A range of services are available to students to facilitate progress through the program. These services include the Disability Resource Center, Gender Resource and Sexuality Center, legal assistance for students, the Writing Center, the Center for Women's and Gender Equity, etc. Links to the cultural centers on campus can be found at: <http://www.unco.edu/stryker-institute-for-leadership-development/department-equity-inclusion/department-equity-inclusion.aspx>.

The Bear Pantry allows any student to obtain 10 free items a week from their food bank. There are no requirements to participate in the Bear Pantry, apart from having a student ID. The Bear Pantry is meant to assist students who may be experiencing food insecurity while attending UNC. The Bear Pantry is in the University Center. More information can be found on their website (<https://www.unco.edu/bear-pantry/>)

The Counseling Center at UNC is a free service to all students at UNC. The Counseling Center is located in Cassidy Hall, in central campus. Intake appointments occur as walk in hours Monday – Friday from 1:00pm-4:00pm. For more information, call 970-351-2496 or <https://www.unco.edu/counseling-center/>.

The Counseling Center also offers a 24/7 Crisis Response Hotline (970-351-2496).

The Disability Resource Center serves around 10% of the UNC student and faculty population, as individuals who are registered with a disability that impacts their ability to access education and/or housing. The DRC can also provide resources to those on campus who are working with others who identify with a disability. The DRC is located in the basement of Michener Library (L-80) and is open 8:00am-5:00pm Monday thru Friday. For more information on how to access this resource visit: <https://www.unco.edu/disability-resource-center/> or call 970-351-2289.

Writing Center is a free resource located in Ross Hall, Room 1230. Graduate students are able to schedule an appointment online (<https://www.unco.edu/writing-center/>).

There are seven Cultural and Resource Centers on campus at the University of Northern Colorado:

Gender Sexuality and Resource Center serves students across the gender, sexuality and romantic identity spectrums. The GSRC is located at 2215 10th Ave near the University Commons. The GSRC provides trainings and resources to all students, regardless of identity. The UNITE program is affiliated with the GSRC, as well as many other resource centers on campus. For more information about the GSRC: <https://www.unco.edu/gender-sexuality-resource-center/>

The **UNITE** cohort program provides a wide variety of trainings to both graduate and undergraduate students. These trainings come with a certificate completion as well as opportunities to connect with individuals on campus! Register for the cohort here: <https://www.unco.edu/equity-inclusion/unite/>

Veteran's Services assists the military affiliated community in acquiring scholarships, accessing their GI bill as well as creating a safe space for non-traditional students. (<https://www.unco.edu/veterans-services/>)

Native American Student Services offers mentoring, scholarships and a sense of community to students who identify as Native American at UNC. This center can be contacted by phone 970-351-1909 or by several links on their website (<https://www.unco.edu/native-american-student-services/>) .

Asian/Pacific American Student Services provides services promote the cultural, academic, emotional, and professional success of our Asian and Pacific Islander student population. APASS is located at 924 20th St., near the University Center. This center holds many outreach events for all members of the campus community, for more information please visit (<https://www.unco.edu/asian-pacific-american-student-services/>)

Marcus Garvey Cultural Center is a Black/African American cultural and academic resource at UNC. This center hosts events throughout the year as well, including “Food for the Soul: Chicken and Waffles.” This, and all other events, are open to the campus community. Marcus Garvey Cultural Center is located at 928 20th St.

Center for Women’s and Gender Equity is located in Scott-Wilcoxon Hall on central campus. Their purpose is to Spread awareness about women’s initiatives through quality programming by and about women. This center also provides a wealth of resources to all members of campus. For more information and details on specific events visit: <https://www.unco.edu/center-womens-and-gender-equity/>

César Chávez Cultural Center supports Latinx students beginning and continuing in college. This center also is a resource to the UNC community be educating others on the Latinx culture by hosting events and sponsoring influential Latinx speakers to visit campus. (<https://www.unco.edu/cesar-chavez-cultural-center/>)

Financial Aid: The Office of Financial Aid offers a variety of funding options including grants, scholarships and loans. Students must have completed a FAFSA, as well a UNC Universal Scholarship Application completed in December/January in order to be eligible for a number of different scholarships. <http://www.unco.edu/financial-aid/> OFA is now located at Bear Central in the Campus Commons, next to the Office of the Registrar. The Campus Commons is connected to the University Center.

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. The GSA maintains an active Facebook page as well, “UNC Graduate Student Association.”

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, community service, and social activities. The faculty encourages and supports active participation in this organization. See pages 26-27 for a detailed description of officer duties. Also request to join the School Psychology Student Organization (SPSO) at UNCO group on Facebook.

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 among 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 oversee funding that is received 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 is also in charge of maintaining the SPSO Facebook and University of Northern Colorado School Psychology Facebook Page. 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. **Professional Development Team:** This is a two-person position in which both people are responsible for attending relevant convention meetings, communicating with students and faculty, and planning activities for School Psychology Awareness week (November). It is encouraged that at least one member of the Professional Development Team attends APA, NASP, and CSSP. The professional organizations include:

APA: The Professional Development Team communicates information to the SPSO and all students regarding APA and Division 16 news and events. The Representative works with other representatives from other universities to help share APA materials and information with students, encourage student involvement at APA conferences, and attend APA meetings. 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.

NASP: The Professional Development Team 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, and attend the annual student leader meeting at NASP. 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.

CSSP: The Professional Development Team communicates 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.

4. **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.). The Ed.S. Student Representative also helps faculty plan and facilitate Ed.S. applicant interviews, which usually take place in early March.

5. **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. applicant interviews, which usually take place in early March.
6. **Treasurer:** The Treasurer position is primarily responsible for SPSO fundraising activities and working with the University of Northern Colorado to provide funding for every SPSO symposium. The Treasurer will work closely with other officers to plan fundraisers that occur throughout the year as well as assist other officers in planning of other events.
7. **Secretary:** The Secretary position is responsible for taking notes at SPSO meetings, maintaining an up to date list of current students and alumni, and maintaining the SPSO Bulletin Board in McKee. The Secretary will work closely with other officers in the planning of other events and assist the VP in maintaining social media groups.

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 Policy

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
Revised 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
Revised Summer 2010

Dissertation Proposal Before Internship Policy

The Proposal Defense must be scheduled and the Internship Clearance Form signed by the Internship Coordinator before any student can apply for internship. Students must schedule their Proposal Defense by October 31st of the year they participate in the match. 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. Once the proposal is scheduled, students are required to email the internship coordinator their Proposal Defense and request that the Internship Clearance Form be signed. No internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. It is strongly recommended that those students write their proposals the summer before the APPIC application process, to allow for revisions and success in scheduling a Proposal Defense meeting by the end of October. The dissertation proposal should be on file with the graduate school prior to match ranking. If it is not, students must withdraw from the match.

For students who are placed non-APPIC settings, no internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. Students who are enrolled in internship hours based on having a full draft of their proposal, will not be allowed to enroll for a second semester of internship if they have not successfully defended their proposals.

May 2003
 Revised September 2005
 Revised March 2015
 Revised January 2017
 Revised August 2017
 September 2019

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

Etiquette for Committee Meetings Policy

Students should not bring food or drinks for committee members to oral comprehensive examinations or proposal/dissertation defenses.

April 2004

School Psychology Manuscript Submission Requirement

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 scholarly work for publication at some point during their program. Topics and types of works are open. Those who have not submitted a manuscript for publication prior to the completion of the dissertation will be required to write and submit a summary of their doctoral dissertation, 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 submitting the final dissertation manuscript to the Graduate School. 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.

- For all students, although submission of a manuscript 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 2014

Revised April 2015
Revised September 2017

Plagiarism Policy

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 Policy

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, participate in informal remediation, and may be referred to the Review and Retention Committee.

November 2012
Revised Fall 2017

Student Concerns Policy/Internal Remediation

If a student behaves unethically or demonstrates significant academic struggles, the faculty typically will attempt to address the issue within the school psychology program. Students will meet with their advisor to discuss the problem. A brief written report will then be given to the student and placed in his or her file. This report will document the specific concern, the plan to address the concern, and a date at which the student's compliance with the plan/addressing the problem will be reviewed. After the plan is reviewed, the disposition and any further recommendations will be noted on the form. Dispositions include 1) considering the plan completed and the matter closed, or 2) referral to the Review & Retention committee (see p. 127 of this manual). In some cases, when the behavior cannot be addressed internally or in the case of severe transgressions, the student will be referred directly to the Review & Retention committee.

November 2017

Commitment to Degree Program Policy

Occasionally students who are in the Ph.D. program wish to switch to the Ed.S. program for a variety of professional and personal reasons. These requested program changes affect our class scheduling, long-term planning, and place undue burden on the faculty if they occur after a student has been in the program for a number of years. Therefore, the following policies related to switching programs have been adopted beginning in Fall 2014. Requests to switch programs by students who entered the program prior to that date will be considered on a case-by-case basis.

- a. At any point prior to forming a doctoral committee, students in the Ph.D. program may petition to switch to the Ed.S. program. These requests will be considered by faculty, and are typically only granted in the case of extenuating circumstances (e.g., illness, change in life situation), therefore students must provide a rationale for this switch in writing to their advisor and provide confirmation from the Graduate School that they are still within the maximum timeline for the Ed.S. degree. If approved by faculty, the program switch will take effect at the beginning of the following semester. Students will be expected to take all required courses for the Ed.S. program for the year in which they are admitted to the Ed.S. program. That is, if a student entered the Ph.D. program in Fall 2015, and then requested to change to the Ed.S. program in Fall 2016, the student would follow the 2016 course requirements for the Ed.S. program. This may require the student to take additional courses. Further, if the switch is approved, students are expected to organize and complete all paperwork for the Graduate School in a timely manner. Students may not transfer out of the Ph.D. program once he or she has formed a doctoral committee (i.e., once they have completed written comprehensive exams).
- b. Students who begin at UNC in the Ed.S. School Psychology program and then transfer to the Ph.D. program will not be allowed to switch back to the Ed.S. program. Such students will be expected to complete their Ph.D. program in accordance with Graduate School requirements and deadlines.

October 2014

Licensed Psychologist Instructor Policy

Consistent with APA's policy on practicum supervision by licensed psychologists, students who take APCE 694 (Practicum in Family Therapy) or APCE 617 (Play Therapy) when someone OTHER THAN a doctoral level psychologist teaches it are required to also attend APCE 776 (Externship in School Psychology). This course, which is taught by a licensed psychologist, will be used as an opportunity to for students discuss clinical cases with a licensed psychologist. Students only have to attend. They DO NOT have to register/pay for or complete any outside assignments for APCE 776.

Spring 2015

Use of Restraint Policy in Fieldwork

School Psychology students on practicum or externship are prohibited from participating in client physical restraint unless granted an exception by the faculty. Any student wanting an exception to this policy needs to request an exception in writing. This request must be supplemented with a statement from the practicum or externship supervisor stating that physical restraint participation is required of practicum students and externs and describing the training the supervision the student will receive. Students are welcome to take CPI training at any point in their program, but completion of CPI training does NOT exempt students from this policy.

APPIC Internship Policy

Beginning with students admitted in fall 2016, all Ph.D. students are required to participate in the APPIC match. Students are required to make a “sincere effort” to be matched to an internship. The following are required to demonstrate sincere effort:

- Apply to 12-15 APA-accredited internship sites. Sites” are defined as having a unique application. Some organizations have multiple programs that each require a separate application. Despite the fact that the name of the organization is the same, these would be considered different sites. On the other hand, consortia that include a variety of potential placements are considered a single site if there is a single application to the consortium.
- Apply to sites that have accepted school psychology students in recent years.
- Apply to at least some that have reasonable match rates.
- Apply to sites that demonstrate variety with regard to competitiveness or likelihood of matching.
- Students must submit ranks of sites if they get two or more interviews.
- Students must also participate in Match Phase II if they are not matched in the first phase.

Students who follow the above guidelines and do not obtain an internship will be allowed to accept a school-based non-APA approved internship. School-based internships must be consistent with APPIC policies (see pp. 107-108 of this handbook for requirements).

October 2015

Revised November 2017

Failure to Propose Before Internship Policy

Students in school-based internships who fail to hold the Proposal Defense before beginning an internship will not be able to count any hours toward internship. Students are expected to defend their proposal as soon as possible once the internship has started. In the event that a student does not defend the proposal by the end of the fall semester, he or she will not be allowed to register for internship credits in the spring semester, and a U will be given for the fall semester. The student will then need to re-register for internship credits the following academic year, provided the dissertation is proposed before a student accepts the internship.

March 2017

September 2019

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. Additionally, students will receive a certified letter and be financially responsible for replacing the items.
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 DML@unco.edu. This email is only checked during posted office hours.

ADMISSIONS 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 – see <http://www.unco.edu/grad/admissions/howtoapply.html> for link to online application
- Transcripts of all college/university work (a minimum GPA of 3.25 is recommended).
- Three letters of recommendation (addressing both the individual's ability to successfully complete the respective graduate program and the probability of effective functioning in the field). Go to the online application system and click on Submit Supplemental Items. From this page you can enter information for the people who will be writing letters of recommendation. The system will email those people with a link to complete the recommendation. Letters submitted will become part of the prospective student's application.
- 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 program will have scores of at least 150 in each area, with an Analytic Writing score of 4.0.
- 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

File Review and Acceptance Process

Each completed application is sent from the Graduate School to the Department of School Psychology. It 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. The University of Northern Colorado takes great pride in serving students from a variety of backgrounds – especially those who are first generation university graduates or who represent other traditionally underrepresented groups. To ensure fair treatment of all students, we look holistically at all applicants and consider a variety of factors in our admissions process. Moreover, we seek to provide financial aid packages that allow all students to benefit from graduate education. 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 they are expected to provide their attendance decision by April 15.

For questions about the status of an application, please call (970) 351-2831 or email gradsch@unco.edu. Once a student's application has been sent to the Department of School Psychology, any further correspondence should be sent to Diane Knight (diane.knight@unco.edu).

MASTER OF ARTS IN FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY

Beginning in fall 2017, all students in the Ph.D. program will complete a 31-credit M.A. degree en route to the Ph.D. This master's degree was developed to help students be more competitive during the internship application process. Specifically, some internships will only consider those with a master's degree, because it allows them more options for billing for their services. It also allows students to be recognized for their work in the early part of their program. This degree program is available only to Ph.D. school psychology students.

Students will automatically be eligible to work toward the M.A. degree once they are admitted to the Ph.D. program. Students will have to file a Plan of Study with the Graduate school in the second semester of their program. Students who have completed coursework equivalent to an area covered in the M.A. program will complete alternate courses. Such courses will be based on a plan constructed by the student and his or her advisor.

Note that the master's degree alone will not lead to licensure of any kind. The curriculum focuses, as the name implies, on foundational aspects of psychology. By offering this coursework early in students' programs, we can ensure that our program is sequential and cumulative and graded in complexity, as required by the American Psychological Association. No practicum or other clinical work is included in the master's degree curriculum.

In addition to coursework, students must pass a written comprehensive exam in order to qualify for the degree. This exam will be given each fall. More details can be found in the Comprehensive Exams portion of this handbook.

Students who enter the Ph.D. program with a prior master's or Ed.S. degree are not required to pay to receive the diploma. However, they are still required to take all the required coursework and the comprehensive exam.

Plans of Study

1. Approved Plans of Study (i.e., M.A. and Ph.D.) filed in the Graduate School are required of all doctoral students. Both plans of study should be submitted no later than the end of the second semester of enrollment.
2. After a student's approved Plans of Study have been submitted to the Graduate School, any changes must be requested in writing from the program advisor to the Graduate School. A Course Adjustment Form should be completed and signed by the student's advisor and the department chair. The form can be found here: <https://www.unco.edu/graduate-school/pdf/Course-Adjustment.pdf>. Submission of the Course Adjustment Form is preferred over submitting a new Plan of Study. If a student chooses to submit a new Plan of Study, however, the changes must be clearly identified.
3. If a student's Plans of Study are 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 prior master's degree) and 94 semester hours (if student does not have a prior master's degree). Using the Plans of Study contained in this handbook is typically easiest for those students who are not waiving any courses.
4. Students should not duplicate course work listed in one section of the form by listing it in another. If a student does list a course twice, it should be noted that it has been previously listed.
5. Completion of degree requirements will be checked when a student reaches candidacy and at the time of graduation against the original approved Plans of Study (or as amended). All coursework on the approved Plans of Study constitutes your degree requirements. Students should check Degree Works (available through URSA) to verify completion of program 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. Before filing your Plan of Study with the Graduate School, students should provide a copy to your program advisor and keep one for your records.
8. It is not necessary to include the semester in which a student plans to take the course as part of your plan.
9. Example plans of study for the M.A. and Ph.D. programs are included below.

PLAN OF STUDY
Department of School Psychology
M.A. in Foundations of Professional Psychology

Name: _____ Bear Number: _____
 Address: _____ Advisor's Name: _____
 Telephone: _____ Email: _____

REQUIRED COURSEWORK: 31 semester hours

Course Prefix	Course Name	Credit Hours
APCE 625	Applied Developmental Science ¹	3
APCE 628	Concepts & Principles of Applied Behavior Analysis ¹	3
APCE 670	Principles of Psychometrics & Assessment ²	3
APCE 682	Biological Bases of Behavior	3
APCE 683	Affective Bases of Behavior	1
APCE 707	Seminar in Personality & Counseling Theories	3
APCE 758	Advanced Psychopathology	3
PSY 540	Theories & Principles of Learning	3
PSY 590	History & Systems of Psychology	3
PSY 664	Advanced Social Psychology	3
SRM 602	Statistical Methods I ³	3

¹Course is offered through online instruction

²Course is offered through face-to-face/online hybrid instruction

³Online sections of course may be available

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

Student Signature

Date

Faculty Signature

Date

PLAN OF STUDY

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

Name: _____ Bear Number: _____

Address: _____ Advisor's Name: _____

Telephone: _____ Email: _____

REQUIRED COURSEWORK: 99-103 semester hours

School Psychology Core – 25 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 623	Understanding and Counseling Diverse Populations	3
APCE 640	School-based Psychological Consultation	3
APCE 656	Systems-Based Behavioral Health	3
APCE 667	Intervening with Trauma and Crisis in the Schools	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 763	Legal and Professional Foundations of School Psychology	4
EDSE 630	Applied Behavior Analysis I ¹	3
PSY 587	Social Cognitive Neuroscience	3

Assessment Core – 8 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 644	Assessment I: Cognitive & Academic	5
APCE 646	Assessment II: Socio-Emotional & Behavioral	3

Practicum Core – 16-17 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 618	Practicum in Child, Adolescent, & Family Interventions	5
APCE 776	Externship in School Psychology	2
APCE779	Practicum in School Psychology	6
*		

* Fill in **one** of the following: *APCE 617 Play Therapy Theory & Practicum (3)*
 APCE 778 Clinical Neuropsychology Practicum (3)
 APCE 749 Supervision and Leadership in School Psychology

Ph.D. Electives – 9-10 semester hours		
*		
*		
*		

*Fill in any **three** of the following:

APCE 609 Foundations of Play Therapy (3)

APCE 624 Assessment & Treatment of Substance Abuse (3)

APCE 627 Philosophical Underpinnings of Applied Behavior Analysis (2)¹

APCE 631 Applied Behavior Analysis II (4)¹

APCE 665 Family Systems (3)

APCE 669 Adv. Methods: Couples &

Family Therapy (3)

APCE 694 Practicum in Couples and Family Therapy (4)

SRM 607 Non-Parametric Statistics (3)

SRM 609 Sampling Methods (3)

SRM 611 Advanced Statistical Data Analysis (3)

SRM 625 Applied Multiple Regression Analysis (3)

SRM 626 Applied Multilevel Modeling (3)

APCE 782 *Introduction to Rorschach Administration & Scoring* (3)

EDSE 632 *Ethics in Applied Behavior Analysis* (4)¹

EDSE 633 *Application of Applied Behavior Analysis* (4)¹

SRM 635 *Categorical Data Analysis* (3)

SRM 636 *Applied Bayesian Statistics* (3)

SRM 637 *Applied Time Series Analysis* (3)

SRM 660 *Mixed Methods Research* (3)

SRM 680 *Introduction to Qualitative Research* (3)

SRM 770 *Evaluation: Advanced Methods* (3)

SRM 685 *Educational Ethnography* (3)

SRM 686 *Qualitative Case Study Research* (3)

SRM 705 *Advanced Issues in Research Methods* (3)

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

Research Core – 19 semester hours		
Course Prefix	Course Name	Credit Hours
<i>Research Methodology</i>		
SRM 700	Advanced Research Methods	3
<i>Applied Statistics</i>		
SRM 603	Statistical Methods II ²	3
SRM 610	Statistical Methods III ²	3
<i>Applied Research Methods</i>		
APCE 629	Measurement & Experimental Design in Applied Behavior Analysis ¹	3
APCE 663	Seminar in Research and Professional Practice	3
APCE 781	Evaluation of Psychological Services	3

Internship Core – 3 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 789	Internship in School Psychology	3

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

¹Course offered through online instruction

²Online sections of course may be available

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. Courses will be waived in their entirety only. Students may not waive portions of any course. If students have met some, but not all, requirements for a course, they must register for the entire course.
5. Courses leading to the Professional Foundations of Psychology M.A. degree cannot be waived, because a minimum of 30 credits is needed for the degree. If a student enters having already completed M.A. degree coursework, the student will work with his or her advisor to select an appropriate alternative course. It should be noted that students who waive courses in the M.A curriculum will nonetheless be responsible for demonstrating knowledge of the material on the M.A. comprehensive exam.
6. Certain practica and fieldwork courses will **not** be waived (APCE 707, APCE 779, APCE 789, and the elective practicum).
7. Dissertation research must be completed at UNC.
8. The completed Course Waiver Form is to be placed in the student's file.

Revised September 2014

Revised August 2017

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)	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 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 the APPIC/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 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 pp. 47-48.

ACTIVITY	DUE DATE
Plan of Study (for M.A. and Ph.D.)	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	For the M.A. comprehensives, this form should be completed by 2 weeks before the exam (Mid October). For Ph.D. comprehensives this is typically completed once most coursework is completed (i.e., fall of 3 rd year). Students should form their doctoral committees at this time.
National School Psychology Exam	End of Second Year/Beginning of Third Year (Your passing score of 147 must be turned in to the Comprehensives Coordinator prior to scheduling your oral comprehensive examination)
Written Comprehensives	10 th Week of the Fall Semester (fall of second year)– master’s 3 rd Thursday of Semester (spring of third year) (A passing score is required prior to scheduling your oral examination) - doctoral
Oral Examination	As Scheduled (after the 7 th week of the semester during which Ph.D. 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 of Fourth Year (pending scheduling of dissertation proposal).
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) for M.A. and Ph.D. degrees • Submit Annual Review 	<ul style="list-style-type: none"> • Please meet with advisor to develop POS; when complete, submit to Graduate School • After meeting with your advisor about the annual review, please sign and return it to Diane Knight 	<ul style="list-style-type: none"> • Keep a copy of your plans of study
Summer Year 1	<ul style="list-style-type: none"> • Research Benchmark for APCE 663: complete CITI training, attend writing workshop, read a dissertation, begin working with research mentor 	<ul style="list-style-type: none"> • Begin your portfolio for APCE 663
Fall Year 2	<ul style="list-style-type: none"> • Submit Permission to Take Comprehensives form • Take M.A. Comprehensive Exam 	<ul style="list-style-type: none"> • This form must be filed with the Graduate School at least two weeks before the exam
Spring Year 2	<ul style="list-style-type: none"> • Submit Annual Review • Research Benchmark for APCE 663: completed IRB, presentation at conference, attend dissertation defense, 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 Knight • Maintain proof of research requirements as per APCE 663 syllabus
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 (ETS/PRAXIS) 	<ul style="list-style-type: none"> • Discuss composition of your doctoral committee with your advisor (two SP faculty, one APCE or PSY, and one faculty rep) • Obtain all signatures on the committee appointment form and submit to the Graduate School • Please submit a photocopy of your ETS/PRAXIS exam scores (including area scores) to Diane Knight
Spring Year 3	<ul style="list-style-type: none"> • Take written comprehensive exam • Submit Annual Review 	<ul style="list-style-type: none"> • After meeting with your advisor about the annual review, please sign and return it to Diane Knight • Begin planning for proposal by meeting with your advisor to finalize a topic

		<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 ETS/PRAXIS exam and written comprehensives is required before written comprehensive results are submitted to the Graduate School
Spring and Summer - Year 3/Fall Year 4	<ul style="list-style-type: none"> Take oral comprehensive exam Begin work on dissertation proposal Attend dissertation workshops as available 	<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 Apply for internship 	<ul style="list-style-type: none"> Proposal defense must be scheduled by October 31st in order to participate in the APPIC match 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 IRB approval must be obtained before the proposal can be submitted to the Graduate School 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 If pursuing a non-school internship, complete a 600-hour externship in the schools (2 days week for two semesters or four days a week for one semester) Collect and analyze data 	<ul style="list-style-type: none"> After meeting with your advisor about the annual review, please sign and return it to Diane Knight If possible, defend dissertation before leaving on internship
Spring Year 5	<ul style="list-style-type: none"> Submit Annual Review 	<ul style="list-style-type: none"> After meeting with your advisor about the annual review, please sign and return it to Diane Knight
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 coursework)
Ph.D. School Psychology**

Year 1		
Fall	Spring	Summer
<p>APCE 670: Principles of Psychometrics & Assessment (3)</p> <p>APCE 682: Biological Bases of Behavior (3)</p> <p>APCE 763: Legal & Prof Foundations of School Psych (4)</p> <p>APCE 644: Assessment I: Cognitive and Academic Functioning (5)</p> <p>Total: 15 cr.</p>	<p>APCE 625: Applied Developmental Science (3)</p> <p>APCE 646 Assessment II: Social Emotional and Behavioral Functioning (3)</p> <p>APCE 758: Advanced Psychopathology (3)</p> <p>PSY 540: Theories & Principles of Learning (3)</p> <p>SRM 602: Statistical Methods I (3)</p> <p>Total: 15 cr.</p>	<p>PSY664: Advanced Social Psychology (3)</p> <p>APCE 683 Affective Bases of Behavior (1)</p> <p>PSY 590: Seminar in History & Systems (3) (sometimes offered in Fall as well)</p> <p>APCE 663 Sem. in Research and Professional Practice (1)</p> <p>Total: 8 cr.</p>
Year 2		
Fall	Spring	Summer
<p>APCE 628: Concepts & Principles of Applied Behavior Analysis (3)</p> <p>SRM 603: Statistical Methods II (3)</p> <p>APCE 663: Sem. in Research and Professional Practice (1)</p> <p>APCE 707 Seminar in Personality and Counseling Theories (3)</p> <p>Total: 10 cr.</p>	<p>APCE 618: Prac. in Child, Adol., and Family Interventions (5)</p> <p>APCE 640: School-Based Consultation (3)</p> <p>APCE 747: Psychological Aspects of Academic Prog & Interv (3)</p> <p>APCE 663: Sem. in Research and Professional Practice (1)</p> <p>APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3)</p> <p>Total: 15 cr.</p>	<p>APCE 656: Systems-Based Behavioral Health (3)</p> <p>SRM 610: Statistical Methods III (3)</p> <p>APCE 667: Intervening with Trauma and Crisis in the Schools (3)***</p> <p>Prerequisite Course for Future Practica **</p> <p>Total 9 cr.</p>
Year 3		
Fall	Spring	Summer
<p>EDSE 630: Applied Behavior Analysis I (3)</p> <p>APCE 781: Evaluation of Psychological Services (3)</p> <p>APCE 775: Supervision in School Psychology (3) (can take either fall or spring)</p>	<p>APCE 776: Externship in School Psychology (1)</p> <p>APCE 779: Practicum in School Psychology (3)</p> <p>APCE 623: Understanding & Counseling Diverse Pop (3)</p>	<p>APCE 776: Externship in School Psychology (1)</p> <p>SRM 700: Advanced Research Methods (3)</p> <p>Ph.D. Elective (3-4)</p>

APCE 779: Practicum in School Psychology (3) Total: 12 cr.	PSY 587: Social Cognitive Neuroscience (3) Total: 10 cr.	Total: 7-8 cr.
Year 4		
Fall	Spring	Summer
APCE 797: Doctoral Proposal Research (4) (credits can be divided across semesters) Ph.D. Elective (3-4) Practicum Elective (3) Total: 10-11 cr.	APCE 799 Doctoral Dissertation (must register for a total of 12 cr., but these can be divided across semesters) Ph.D. Elective (3-4) Total: Varies	
Year 5		
Fall	Spring	Summer
APCE 789: Internship in School Psychology (1) APCE 799: Doctoral Dissertation (2) Total: 3 cr.	APCE 789: Internship School Psychology (1) APCE 799: Doctoral Dissertation (2) Total: 3 cr.	APCE 789: Internship in School Psychology (1) APCE 799: Doctoral Dissertation (2) Total: 3 cr.

**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 first or second 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
<p>APCE 628: Concepts & Principles of Applied Behavior Analysis (3)</p> <p>APCE 644: Assessment I: Cognitive and Academic Functioning (5)</p> <p>APCE 682: Biological Bases of Behavior (3)**</p> <p>PSY 590: Seminar in History & Systems (3)**</p> <p>Total: 14 cr.</p>	<p>APCE 625: Applied Developmental Science (3)</p> <p>PSY 540: Theories and Principles of Learning (3)</p> <p>SRM 602: Statistical Methods I (3)</p> <p>APCE 646: Assessment II: Socio-emotional and Behavioral Functioning (3)</p> <p>Total: 12 cr.</p>	<p>PSY 664: Advanced Social Psychology (3)</p> <p>APCE 683 Affective Bases of Behavior (1)</p> <p>APCE 667: Intervening with Trauma and Crisis in the Schools (3)***</p> <p>APCE 663 Sem. in Research and Professional Practice (1)</p> <p>Ph.D. Elective (3-4)</p> <p>Total: 10-11 cr.</p>
Year 2		
Fall	Spring	Summer
<p>APCE 707 Seminar in Personality and Counseling Theories (3)</p> <p>SRM 603: Statistical Methods II (3)</p> <p>Ph.D. Elective (3-4)</p> <p>APCE 663: Sem. in Research and Professional Practice (1)</p> <p>Total: 10-11 cr.</p>	<p>APCE 618: Prac. in Child, Adol, and Family Interventions (5)</p> <p>PSY 587: Social Cognitive Neuroscience (3)</p> <p>APCE 663: Sem. in Research and Professional Practice (1)</p> <p>APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3)</p> <p>Total: 12 cr.</p>	<p>APCE 776: Externship in School Psychology (1)</p> <p>APCE 656: Systems-Based Behavioral Health (3)</p> <p>SRM 610: Statistical Methods III (3)</p> <p>Total 7 cr.</p>
Year 3		
Fall	Spring	Summer
<p>APCE 775: Supervision in School Psychology (3)</p> <p>APCE 779: Practicum in School Psychology (3)</p> <p>SRM 700: Advanced Research Methods (3)</p> <p>EDSE 630: Applied Behavior Analysis I (3)</p> <p>Total: 12 cr.</p>	<p>APCE 779: Practicum in School Psychology (3)</p> <p>APCE 781: Evaluation of Psychological Services (3)</p> <p>APCE Practicum Elective (3)</p> <p>APCE 797: Doctoral Proposal Research (4)</p> <p>Total: 13 cr.</p>	<p>Prac Elective (3-4)</p> <p>APCE 776: Externship in School Psychology (1)</p> <p>APCE 789 Internship in School Psychology (1)</p> <p>APCE 799 Doctoral Dissertation (3) (must register for a total of 12 cr., but these can be divided across semesters)</p> <p>Total: 8-9 cr.</p>
Year 4		

Fall	Spring	Summer
APCE 789: Internship in School Psychology (1)	APCE 789: Internship in School Psychology (1)	
APCE 799: Doctoral Dissertation (4)	APCE 799: Doctoral Dissertation (5)	
Total: 5 cr.	Total: 6 cr.	

*** APCE 667 will be offered during alternating summer sessions. Be sure to take it when it is offered during your first or second 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 are a few classes that are completely online via Canvas (APCE 628, 629; EDSE 630; some sections of SRM 602 and 603) and several other courses that are offered in a hybrid format. Students are expected to have a computer or access to a computer for these courses. Additionally, some instructors use Zoom 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 from UNC

Some UNC Ed.S. students may be invited to apply for admission into the Ph.D. program, or they may choose to do so on their own. Because some of our first year courses are shared between the Ed.S. and Ph.D. programs, students entering from our Ed.S. program will have completed a significant number of 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). UNC students who transfer to from the Ed.S. to the Ph.D. program do not need to submit the course waivers as expected from students with advanced degrees from other universities.

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. Because 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 8-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 1- 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 (M.A. and Ph.D.)	_____
Feedback on Annual Review	_____, _____, _____, _____, _____
Permission to take M.A. Written Comprehensive	_____
Permission to take Ph.D. Written Comprehensives	_____
M.A. Written Comprehensive exam (10 th week of Year 2 fall)	_____
Appointment of Doctoral Committee (to be completed concurrently with permission to take Ph.D. 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 pdf of these scores should be given to Diane)	_____
Ph.D. Comprehensive Exam: Written (3 rd 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		
M.A. Coursework – 31 semester hours		
APCE 625 Applied Developmental Science (3)		Courses in the M.A. degree cannot be waived.
APCE 628 Concepts & Principles of Applied Behavior Analysis (3)		
APCE 670 Principles of Psychometrics & Assessment (3)		Students who have completed prior equivalent coursework at the graduate level should work with their advisor to find a suitable alternative course.
APCE 682 Biological Bases of Behavior (3)		
APCE 683 Affective Bases of Behavior (1)		
APCE 707 Seminar in Personality & Counseling Theories (3)		
APCE 758 Advanced Psychopathology (3)		
PSY 540 Theories & Principles of Learning (3)		
PSY 590 History & Systems of Psychology (3)		
PSY 664 Advanced Social Psychology (3)		
SRM 600 Introduction to Graduate Research (3) OR SRM 602 Statistical Methods I (3)		
School Psychology Core--25 semester hours		
APCE 623 Understanding and Counseling Diverse Populations (3)		
APCE 640 School-Based Consultation (3)		
APCE 656 Systems-Based Behavioral Health (3)		
APCE 667 Intervening with Trauma & Crisis in the Schools (3)		
APCE 747 Psychological Aspects of Academic Programming & Intervention (3)		
APCE 763 Legal & Professional Foundations of School Psychology (4)		
EDSE 630 Applied Behavior Analysis I (3)		
PSY 587 Social Cognitive Neuroscience (3)		
Assessment Core – 8 semester hours		
APCE 644 Assessment I: Cognitive & Academic Functioning (5)		
APCE 646 Assessment II: Socio-emotional & Behavioral Functioning (3)		
Practicum Core – 16-19 semester hours		
APCE 618 Practicum in Child, Adolescent & Family Interventions (5)		
APCE 776 Externship (2)**		MAY NOT BE WAIVED
APCE 779 Practicum in School Psychology (3)***		MAY NOT BE WAIVED

Practicum Elective (3-4) Specify course taken:		MAY NOT BE WAIVED
Ph.D. Electives 9-10 semester hours		
Elective #1 (Specify):		MAY NOT BE WAIVED
Elective #2 (Specify):		MAY NOT BE WAIVED
Elective #3 (Specify):		MAY NOT BE WAIVED
Supervision Core – 3 semester hours		
APCE 775: Supervision in School Psychology (3)		
Research Core – 19 semester hours		
Research Methodology:		
SRM 700 Advanced Research Methods (3)		
Applied Statistics:		
SRM 603 Statistical Methods II (3)		
SRM 610 Statistical Methods III (3)		
Applied Research Methods:		
APCE 629 Measurement & Experimental Design in Applied Behavior Analysis (3)		
APCE 663 Seminar in Research and Professional Practice (3)*		
APCE 781 Evaluation of Psychological Services (3)		
Internship Core – 3 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

*Take one credit across three semesters beginning the summer of Year 1

**Take one credit across two semesters

*** Take three credits across two consecutive semesters

Research Progression Ph.D. School Psychology

NOTE: This progression has been designed to support progress toward research proficiency and competency culminating with the dissertation, and to ensure that students have experience with research dissemination.

Years 1 & 2: Building a Foundation of Research

In their *first and second* years, 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). Also in the first two years students learn about systematic program/intervention implementation with behavioral and academic issues (APCE 628: Concepts & Principles of Applied Behavior Analysis and APCE 747: Psychological Aspects of Academic Programming and Intervention). During the second or third year, students complete APCE 629: Measurement & Experimental Design in Applied Behavior Analysis where they learn applied methodology to systematically evaluate the effectiveness of interventions as applied to individuals or small groups.

During their *first and second* years, students also enroll in three semesters of APCE 663: Seminar in Research and Professional Practice 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).

Years 1 & 2 Benchmarks: Seminar attendance/participation in three semesters of APCE 663 starting in Summer of the first year. Expectations are: 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).

Years 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.

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 their research topics, they are allowed to select, with their advisors, elective statistics courses 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 who propose their dissertation prior to the oral comprehensive exam will be exempt from this requirement.

Students are highly encouraged to participate in the preparation and are required to submit a paper for publication in a national outlet. The paper can be an empirical study, a theoretical article, or a book review/test review. 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).”

Year 3 Evaluation: Students are evaluated on their course grades (B- or better). Additionally, they are evaluated on their annual reviews as to the degree to which they have met research benchmarks. Students typically take their comprehensive exams in their third year. On the oral comprehensive exam, students are evaluated on their ability to critique a current research article. 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.

Years 4 and 5: Research Production and Dissemination

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, which must happen by or October 31st of the year the student applies for internship. They may not collect 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.

Year 4 & 5 Evaluation: Students must successfully pass their proposal defense and their dissertation defense. This includes making any revisions required from the proposal or dissertation defense meeting with the doctoral committee, as well as filing the completed documents with the Graduate School.

Year 4 & 5 Sample Expectations: Engaged in dissertation research (e.g. writing proposal, collecting data, etc.) Consistent with our Doctoral Dissertation Manuscript Policy, students who have not submitted a manuscript for publication at some point during their program will be expected to submit a manuscript based on their dissertations, or parts thereof, to a scholarly outlet prior to submitting their completed dissertation to the Graduate School.

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, students will be asked to complete an Annual Student Review Form that will be used by faculty to review student progress in the program, completion of coursework, personal and professional characteristics, and membership in professional organizations. The survey will be completed via Qualtrics. As part of the Annual Review, students are required to give each of their instructors (outside of the Department of School Psychology) from the previous year a blank rating form (see Confidential Affiliated Faculty Feedback Form on the next page) so that they can rate student performance as well. Forms should be submitted to the Chair of the Department of School Psychology by mid-April each year. All students are required to meet with their advisors to review annual 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 complete the Qualtrics annual review survey 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.



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

Comments:

Professor's Signature

Course

Date

cc: ___ Student File ___ Program Advisor



University of Northern Colorado
ANNUAL REVIEW OF STUDENT PROGRESS
 Department of School Psychology

Student's Name:		Semester/Year: Fall ____ Spring ____
Advisor:		Program: Ed.S. ____ Ph.D. ____
Year in program:		Current gpa:
Is the student on an internal remedial plan with the school psychology program? Yes ____ No ____		

Please complete the following rating scale and return it to the student's advisor. We expect students who are making good progress to be rated as "acceptable" (i.e., an average of 2 in each area). In the event that any item is rated as a 1, the student and advisor will develop a growth plan which will be noted on this evaluation review form.

FOR STUDENTS ON INTERNSHIP: Please complete an overall rating and comments only.

Rating Scale: N = No opportunity to observe 1 = Unacceptable 2 = Acceptable 3 = Target

	CRITERIA	N	1	2	3
Ethical & Legal Standards	Behaves in accordance with ethical principles/codes and relevant laws, regulations, rules and policies governing practice (Element 1)				
	Reflects upon own practice to identify ways to improve ethical behavior (Element 3)				
	Is aware of situations that create potential or actual ethical problems (Element 2)				
	Competently uses a problem-solving model to manage ethical dilemmas (Element 2)				
	Average Score:				
	Comments:				

Individual & Cultural Diversity	Demonstrates awareness of own values and beliefs (Element 1)				
	Respects all persons and is sensitive to the value systems of diverse groups (Element 2)				
	Demonstrates ability to recognize the limits of own cultural competency (Element 2)				
	Average Score:				
	Comments:				

Professional Values & Attitudes	Organizes time efficiently and meets obligations and deadlines (Element 1)				
	Is punctual and dependable (Element 1)				
	Demonstrates professional behaviors (Element 1)				
	Demonstrates the ability to initiate and complete appropriate tasks (Element 1)				
	Advocates for the needs of children/clients (Element 1)				
	Displays appropriate affect/emotions (Element 1)				
	Participates in professional development activities (Element 1)				
	Demonstrates consistent enthusiasm for position/profession (Element 1)				
	Recognizes own strengths and weaknesses (Element 2)				
	Reflects upon and takes responsibility for own behavior (Element 2)				
	Manages own stress and takes appropriate self-care (Element 2)				
	Accepts suggestions and/or constructive criticisms from others and is willing to make necessary changes (Element 3)				
	Rating for Professional Memberships question below (Element 1)				
	Average Score:				
Comments:					

Communication & Interpersonal Skills	Relates appropriately and professionally with persons of diverse backgrounds (Element 1)				
	Collaborates and cooperates effectively in group or team settings (Element 1)				
	Is genuine and authentic in relationships (Element 1)				
	Is aware of own communication style and its impact on others (Element 2)				
	Demonstrates respect for feelings, opinions, knowledge, and abilities of others (Element 2)				
	Displays the ability to handle conflicts in a constructive manner (Element 2)				
	Demonstrates active listening skills (Element 3)				
	Has ability to communicate effectively in writing (Element 3)				
	Articulates with clarity and fluency (Element 3)				
	Average Score:				
Comments:					

Professional Memberships*		Yes	No	N/A
	Is a member of CSSP			
	Is a member of NASP			
	If Ph.D. Is a member of APA			
	If Ph.D. Is a member of Division16			
	Area Score:			
Note: To receive a 2, Ph.D. students must be a member of APA and NASP. To receive a 3, Ph.D. students must be a member of APA, CSSP, and NASP. Ed.S. students must be a member of NASP to receive a 2 and CSSP and NASP to receive a 3.				
Comments:				

*Used to evaluate Professional Values and Attitudes (Element 1)

Research (Required Ph. D. optional Ed.S.)		Yes	No	N/A
	Has conducted literature reviews (Element 1)			
	Has submitted research to conferences (Element 3)			
	Has presented research at conferences (Element 3) (Year 2)			
	Has submitted research to non-peer reviewed journals (Element 3) (Year 3)			
	Has published research in non-peer reviewed journals (Element 3)			
	Has submitted research to peer reviewed journals (Element 3) (Year 3)			
	Has published research in peer reviewed journals (Element 3)			
	Area Score:			
	Note: To receive a 2, Ph.D. students must have at least one item marked Yes. To receive a 3, students must have at least 3 items marked Yes.			
Has met research benchmark appropriate to year in the program				
Comments:				

GRAND MEAN	
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OVERALL RATING OF STUDENT'S DISPOSITIONS (Circle one):

UNACCEPTABLE (Grand Mean < 2)	ACCEPTABLE (Grand Mean 2 – 2.5)	TARGET (Grand Mean 2.6-3)
Student is not familiar with the professional dispositions delineated above OR the student does not model these dispositions in class, outside class or with clients, families, and other professionals.	Student is familiar with the dispositions expected of professionals. His/her conduct educational and professional settings generally reflects the dispositions delineated above.	Student's conduct consistently demonstrates the dispositions delineated in all relevant settings. S/he recognizes when his/her own dispositions may need to be adjusted and is able to develop plans to do so.

Growth plan for student (as indicated for any item below a 2):

Comments on Academic Progress:

Comments on Clinical Skills:

Comments on Research Progress:

Recommendation: _____ Continued Enrollment in the Program
 _____ Concerns are Present
 _____ Serious Concerns are Present
 _____ Dismissal from the Program

Advisor Signature

Date

Student Signature

Date

COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

Comprehensive Exam Policies

Master's Degree Written Comprehensive Exam

- 1) The master's degree comprehensive exam consists of a 150-question multiple-choice exam that covers content in the foundational aspects of psychology, including biological, social, affective, cognitive, historical, and developmental aspects of behavior, as well as research, interventions (counseling and behavioral), and psychopathology. Content will focus specifically on the course objectives from each of the courses in the master's degree.
- 2) The students' Plan of Study for the M.A. degree must be submitted to and approved by the Graduate School by the end of the second semester of the program.
- 3) Students should meet with their advisor to determine the best semester to take the written comprehensive. Generally, students will complete this exam at the end of the fall semester of the 2nd year. The exam cannot be taken until the end of the semester during which students are taking their final courses required for the degree.
- 4) A Permission to Take Comprehensive Exam form must be completed and submitted to Diane Knight at least 2 weeks before the exam (i.e., by middle of October).
- 5) The exam will be administered on campus (either via a paper or computer-based exam), and will be proctored by a faculty member or a representative thereof. It will take place on the Thursday of the 4th week in October (the 10th week of the semester) at 9:00 am.
- 6) For a score of High Pass, students must receive an 80% (120/150) on the exam. For a Pass, students must score obtain a score of at least 60%. Any score below will result in a score of FAIL being submitted to the Graduate School.
- 7) Students may take the exam twice. Re-takes can be taken the semester following the first administration of the exam.

Updated: September 19th, 2019

Doctoral Degree Written Comprehensive Exam

- 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 doctoral Written Comprehensives, and both elements must be successfully passed before scheduling Oral Comprehensive Exams. A study guide for the exam is available on pp. 67-68 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 year 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. Most students entering with a bachelor's degree will take the in-house portion of written comps in their third year. Those entering with credit for a prior degree or

coursework should consult their advisor about when to take the exam. 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 <https://www.unco.edu/graduate-school/pdf/Request-to-Appoint-a-Doctoral-Committee.pdf>. At a minimum, a doctoral committee must consist of:
 - A Research Advisor must be from within the program/discipline area (i.e., School Psychology); (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 147 or above is required) to the Department administrative assistant (Diane Knight) 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 marking UNC as a score recipient on the day of the exam 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 5402.
- 7) The in-house written exam will be held on the 3rd Thurs/Fri of each spring semester from 8am to 2pm. This written exam consists of six comprehensive questions related to Profession-Wide Competencies (PWC). You will receive three of the questions on Thursday and the other three on Friday.
- 8) One week prior to the date of the in-house 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 in-house written comprehensive exams, students will be provided a 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 assigned computers to the comps coordinator or a member of the office staff. The document will be downloaded and sent electronically to the comps coordinator.
- 10) 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.

- 11) In-house comprehensive exam questions will be scored according to the following guidelines (see p. 69 for a scoring rubric):
- All elements of the question have been addressed and answered correctly and literature is cited as relevant to the question (there may be one 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.
- 12) No later than two weeks after taking their in-house comprehensive questions, students will receive feedback on the six comprehensive questions.
- 13) Results of in-house comprehensive exams will be as follows:
- Pass 5 or 6 questions – Pass
 - Pass 4 questions – Student required to write a 10-15 page scholarly paper (with references) in response to a prompt written by core faculty for each missed question. Papers should demonstrate student knowledge of the questions/areas not passed. Papers will be due on the 7th Friday of the semester. The student will receive feedback within two weeks of turning in the papers. At least one of the two papers must be scored a Pass
 - Pass 3 or fewer questions – Student required to re-take their in-house written comprehensive exam the following fall semester, and a remediation plan will be put into place.
- If only 5 questions are passed, the one not passed will be further assessed through focused questions on that area during the oral comprehensive exam.

Note: Beginning fall 2018, the results of in-house comprehensive exams will be as follows:

- Pass 6 questions – Pass
 - Pass 4 or 5 questions - Student required to write a 10-15 page scholarly paper (with references) in response to a prompt written by the core faculty for each missed question. Papers should demonstrate student knowledge of the questions/areas not passed. Papers will be due on the 7th Friday of the semester. The student will receive feedback within two weeks of turning in the papers. Both papers must be scored a Pass. If any are failed, the student will be required to re-take their in-house written comprehensive exam the following fall semester, and a remediation plan will be put into place.
 - Pass 3 or fewer questions - Student required to re-take their in-house written comprehensive exam the following fall semester.
- 14) When both parts of the written comprehensive exams (i.e., in-house questions and National School Psychology exam) have been passed, this information will be submitted to the Graduate School as a score of “Pass” for written comprehensives. Students will then be allowed to schedule their oral comprehensive exam.
- 15) Students may take their written exams twice. A student’s degree program may be terminated if the student fails the written examination twice. Please see the most recent UNC catalog for more information about policies relating to comprehensive examinations and program termination.

Revised Spring 2018



UNIVERSITY OF
**NORTHERN
COLORADO**

**PERMISSION TO TAKE
WRITTEN COMPREHENSIVE EXAMINATION
M.A. Professional Foundations of Psychology**

Name: _____ Bear #: _____

Address: _____ Phone: _____

_____ Advisor: _____

e-mail _____

Proposed Semester of Examination: _____

Advisor Signature: _____

Additional Criteria:

_____ M.A. Plan of Study on file at the Graduate School



**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 _____

Advisor Signature: _____

Additional Criteria:

_____ Doctoral Plan of Study on file at the Graduate School

_____ Doctoral committee approved by the Graduate School

Study Guide In-House Written Comprehensive Exams (Updated Summer 2017)

Ethical and Legal Standards

- State and federal laws impacting school psychologists
- NASP and APA Ethical Principles and application to school psychologists
- Ethical and legal considerations in assessment

Individual and Cultural Diversity

- 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
- Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning

Assessment

- 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
- Biases of commonly used diagnostic tools with multicultural populations
- 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)

- Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations

Intervention

- Problem-solving process
- 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
- 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

Consultation and Interprofessional/Interdisciplinary Skills

- 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

Supervision

- Supervision models, practices, and processes
- Legal/ethical issues related to supervision
- Cultural aspects of the supervisory relationship, including issues of race/ethnicity, gender, and socio-economic background

Note: The remaining profession-wide competencies are not assessed through the written comprehensive exam.

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:		
Question 6:		

Additional Comments:

Oral Comprehensive Examination

1. Students are responsible for scheduling their oral comprehensive examinations after successful completion of all aspects of their written comprehensive exam. Students must submit the **Request to Schedule a Doctoral Examination Form** to the Graduate School **two weeks** prior to the exam.
2. Students are responsible for confirming the date and time of the examination with all 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 that is not scheduled in advance through the Graduate School will not be recognized as valid and must be rescheduled.
3. Two weeks prior to the oral examination, students who have not yet proposed their dissertation are required to submit a 10-page mini-proposal to their advisor. The mini-proposal is intended to explain the student's general ideas for the dissertation; it does not need to be the final design for the study. The mini-proposal should contain the following components:
 - Introduction
 - Brief literature review
 - Rationale for the study
 - Research questions
 - Methodology
 - Participants
 - Instrumentation
 - Procedure
 - References
4. Seven days prior to the oral examination, the advisor will provide each committee member with a copy of the student's written comprehensive exam with any areas of weakness noted, as well as a copy of the student's mini-proposal (if applicable). The advisor will also send the student and committee members a research article for review during the oral examination.
5. The chair, faculty representative, and one committee member must be present at the examination or a substitute appointed according to the guidelines for Doctoral Committee. One committee member can attend electronically if necessary.
6. The 2-hour oral examination will include discussion of three topics:
 - Follow-up to the written exam responses and other questions related to profession-wide competencies.
 - Article critique – the committee will ask students to critique an empirical 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.
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 give 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 re-take 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 2014

Amended Spring 2017

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 address gaps 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 participants clearly described? Do the authors provide sufficient information about the participants 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 participants 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 follow-up reminders, etc.? If there is a < 100% response rate do the authors discuss methods for determining if participants are representative of the population? Do they discuss possible problems with nonresponse bias?
10. Is there an adequate number of participants 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?



University of Northern Colorado
 Department of School Psychology
Oral Comprehensive Examination
Scoring Sheet

Student _____

Semester _____ 20 ____

Score each item on a scale of 1 to 5, with 1 being “Unsatisfactory,” 3 being “Satisfactory,” and 5 being “Outstanding.”

SCHOOL PSYCHOLOGY CONTENT	Score
Student’s answers were thorough and addressed all parts of the question	
Student demonstrated knowledge of relevant literature	
Student’s responses indicated sufficient depth of knowledge	
Student’s responses indicated sufficient breadth of knowledge	
Student displayed awareness of professional issues and current trends in the field	
ARTICLE CRITIQUE (Used to assess PWC: Research)	
Student provided adequate critique of the literature review	
Student provided adequate critique of the study methodology and statistics	
Student provided adequate critique of conclusions drawn by study authors	
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 dissertation proposals. The Department of School Psychology recommends that 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. Note that faculty members are not required to attend committee meetings during finals week or during the summer months.
- 5) 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 an 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.
- 6) **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.
- 7) 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 <https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf>
- 8) 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.

- 9) **Filing Proposal.** Evidence of IRB approval must be submitted along with the dissertation proposal. This means that the IRB proposal should be complete at the time of the proposal defense. Changes to the IRB proposal might be required after the proposal defense, depending upon committee feedback. Students are encouraged to file for IRB approval as soon after the proposal defense as possible, to ensure timely filing of the proposal in the Graduate School. 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.
- 10) The final dissertation proposal should be filed in 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.
- 11) **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".
- 12) 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 APCE 799, Doctoral Dissertation hours with the approval of their research advisor.
- 2) The dissertation proposal is 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 from the proposal should be cleared with the advisor and the committee. If the change is significant enough, another proposal meeting may be required.
- 3) Students should provide updates to their advisors (recommended monthly). These updates help advisors in tracking students' progress and may be used as an opportunity to set small goals toward completion.
- 4) Students are encouraged to seek assistance for any problems encountered during their dissertation research. For example, if a student is unclear about a statistical issue, it is permitted and encouraged to consult with the research lab or one of the ASRM faculty. If students are having difficulty recruiting participants, they can check with their advisor for additional ideas. Sometimes students require assistance in data collection. There are typically more junior students who are eager to gain more research experience and may be able to help with data collection.
- 5) Students should be realistic about timelines. Dissertations usually require a year to a year and a half for completion after the proposal has been accepted.
- 6) The Graduate School Dissertation Manual should be used for guidance on formatting the dissertation. <https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf>. When information is not available in this document, students should use the APA publication manual.
- 7) Once all data are collected and analysis is complete, students should prepare a final draft of Chapters 4 and 5. They will need to review all chapters to ensure that the presentation has been switched to past tense and to make changes to Chapter 3 if any modifications were made to data collection or procedures. When the research advisor has approved the final draft of the dissertation, the student may set the dissertation defense date according to the availability of the entire committee. **Please note:** students must be enrolled during the semester in which they defend their dissertations.
- 8) **Two weeks** prior to the dissertation defense date, students should 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 in UNC Today and is open to the public.
- 9) The faculty representative must be present at the dissertation defense, and one committee member may attend electronically. 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 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 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 (i.e., 3-4) 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.

- 10) Once all revisions are made and have been approved by the research advisor (and other committee members as appropriate), students should submit the signed signature pages to Graduate School, along with an electronic copy of the dissertation manuscript for final approval, a non-plagiarism statement, and an acknowledgement that IRB policy was followed (allow 2 weeks to receive edits.) All committee signatures must be obtained before the dissertation is turned in for final review.
- 11) Those who have not submitted a manuscript for publication prior to the completion of the dissertation will be required to write and submit a summary of their doctoral dissertation, 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 submitting the final dissertation manuscript to the Graduate School. Final signatures verifying program completion will be withheld pending proof that the article was submitted.

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
Externship in School Psychology (APCE 776)	~10-20 hours per week/150-300 per semester (the number of hours differs based on site)
Practicum in School Psychology (APCE 779)	500 hours
Elective Practicum	50-60 hours
Total Practica Hours	800-980 hours

An elective practicum may be taken in one of the areas of supervision and leadership in school psychology (APCE 749), clinical neuropsychological assessment (APCE 778), or play therapy (APCE 617).

Students are required to submit a proposal for all hours completed as part of APCE 763 (Legal and Professional Foundations of School Psychology), APCE 779 (Practicum in School Psychology), APCE 776 (Externship in School Psychology) and APCE 789 Internship in School Psychology. A form for the proposal can be found on p. 81.

Students are required to document their hours for APCE 763, 779 and 789. A sample log for APCE 763 and 779, as well as School Psychology Internship (APCE 789), is presented on p. 82. However, additional forms may be used and will be provided by the instructor of the field-based course.

All individuals are required to complete School Psychology Practicum (APCE 779) regardless of their previous degree (e.g., Ed.S. in School Psychology). For students who have earned an Ed.S. in school psychology, there is some flexibility in the exact setting and type of activities that will be required for this course. For example, students may be able to complete their experience in an alternative school, be part of a school-based team, or provide services to a residential treatment center with a school. However, there must be a school element.

Students are expected to strictly follow any record-keeping requirements associated with individual supervised practicum, externship, and internship experiences. It is strongly recommended that students maintain careful records of all applied activities, especially doctoral students preparing for APA-accredited internships (detailed information is required when going through the APPIC match, including but not limited to supervision hours, assessments completed, and individual client demographics). In cases where record-keeping requirements are not explicitly stated by syllabi/supervisors, students are encouraged to consult with faculty on appropriate resources. Free options include paper logs and Time2Track online.

Revised Fall 2016

Practicum Placements

Certain practica will take place in the Psychological Services Clinic (PSC). These include APCE 618, APCE 775, and all but one of the elective practica. Practicum in School Psychology (APCE 779) takes 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: 1) reduces university control over the quality of supervision; and 2) 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 a licensed psychologist.

For APCE 775, students must complete one comprehensive psychological assessments through the PSC, in addition to their supervision activities for the assessment course to which they are assigned. To successfully complete APCE 776, students are allowed to pursue external placements in a variety of different settings consistent with their career goals (e.g., school, hospital private clinics, residential treatment). At least two semesters of APCE 776 are required for a total of 2 credits. More credit hours may be taken, and in the event an individual is completing two external practica simultaneously (e.g., school and clinic hours), students must enroll in 2 credits per semester. In all cases, the site and 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 be fingerprinted in their first semester in the program, and obtain liability insurance before their first school-based practicum (typically APCE 779). This can be obtained through NASP (<https://www.nasponline.org/membership-and-community/professional-liability-insurance>), APA Insurance Trust (<https://www.trustinsurance.com/>) you must be a student member of APA), or from another company that handles professional insurance. You will be expected to show proof of insurance coverage prior to accruing any hours.


 UNIVERSITY OF
NORTHERN
COLORADO

SCHOOL PSYCHOLOGY FIELD EXPERIENCE LOG (Ph.D.)

Name _____ Week _____

Supervisor's Signature _____

 Course 763 779 789

Domain/Activity	Description of Activities	Weekly hours	Total hours	
Consultation and Interprofessional/Interdisciplinary Skills				
Consultation, collaboration, and team meetings				
Connecting with community resources				
Systemic programming				
Collaborative problem-solving (RTI)				
Policies and practices to create effective learning environments				
Risk assessments and crisis response planning				
Responding to crisis situations				
Assessment				
Administering, scoring, and reporting results of assessments				
Informal data collection				
Developing interventions				
Facilitating individualized interventions				
Evaluating and modifying interventions				
Participating in school-wide program evaluation efforts				
Intervention				
Implementing targeted interventions (e.g. individual and group counseling)				
Monitoring and documenting progress of targeted interventions				
Ethical and Legal Standards				
Learning about diverse populations unique to your setting				
Promoting advocacy and social justice				
Participating in professional development				
Using technology to score tests or enter IEP information				
Using technology for communication, collaboration, or service delivery				
Research				
Conducting or engaging in research				
Hours	In-School	Out-of-School	Supervision	Total



UNIVERSITY OF
NORTHERN
COLORADO

APCE 779

School Psychology Practicum Evaluation, Ph.D.

Department of School Psychology

University of Northern Colorado

Greeley, CO 80639

(970) 351-2731

Check one: Fall Evaluation Midterm Evaluation Final Evaluation

Student: _____ Date: _____

Supervisor: _____ Site: _____

Select all that apply: State Dept. of Ed. License/Certification (school psychologist)
 NCSP State DORA License (licensed psychologist)

Please complete and return this evaluation form to the UNC practicum supervisor. Rate the trainee according to the following scale, with N/A indicating that the practicum student has not had an opportunity to attempt the task.

Please note that by the end of the practicum experience, it is expected that students will have earned a rating of 3 on each Profession-Wide Competency item with a mean of 3.0 as the minimum level of accomplishment. At midterm, if any of the Profession-Wide Competency items are below a 3, the practicum supervisor, university supervisor, and student will discuss a method for achieving competency on that item (which may include a remedial plan if indicated) with a follow up date prior to the end of the experience to ensure these items have reached a level of 3.

1	2	3	4
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; 'Novice'	Requires supervision for all aspects of task; from initiation to completion; 'Advanced Beginner'	Requires supervision initiating task and evaluating task completion; completes task independently; 'Competent'	Requires supervision on final aspect (evaluation) of task completion; completes task independently; 'Proficient'

Profession-Wide Competency: Ethical and Legal Standards

Element 1: Student is knowledgeable about and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics, as well as laws, regulations, rules and policies governing health service psychology practice in school and community settings.

Student demonstrates knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics.	1	2	3	4	NA
Student demonstrates knowledge of legislation that regulates psychological practice.	1	2	3	4	NA

Student demonstrates an understanding of the specific rules regarding psychological practice in schools.	1	2	3	4	NA
Student behaves in accordance with laws, regulations, rules and policies governing health service psychology practice in school and community settings.	1	2	3	4	NA
Element 2: Student recognizes and responds to ethical dilemmas as they arise.					
Student is aware of situations that create potential or actual ethical problems.	1	2	3	4	NA
Student competently applies ethical decision-making processes in order to manage ethical dilemmas.	1	2	3	4	NA
Element 3: Student behaves ethically in all aspects of professional behavior and health service psychology practice.					
Student displays behaviors that are consistent with the ethical principles of the APA and the NASP.	1	2	3	4	NA
Student reflects upon own practice to identify ways to improve professional and ethical behavior.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Individual & Cultural Diversity					
Element 1: Student can articulate an approach to addressing diversity in health service psychology practice that is based on knowledge of current literature and an analysis of how their own history, attitudes, and biases affect how they interact with others different from themselves.					
Students demonstrate knowledge about the current theoretical and empirical literature related to addressing diversity in health service psychology practice.	1	2	3	4	NA
Student demonstrates awareness of own values and beliefs.	1	2	3	4	NA
Student understands the impact of his or her own personal/cultural history, attitudes and biases on how he or she interacts with people different from himself or herself.	1	2	3	4	NA
Element 2: Student integrates awareness and knowledge of individual and cultural differences in health service psychology practice and uses an informed approach to working effectively with diverse groups.					
Student recognizes and understands the factors that contribute to individual differences.	1	2	3	4	NA
Student respects all persons and is sensitive to the value systems of diverse groups.	1	2	3	4	NA
Student demonstrates ability to recognize limits of own cultural competency.	1	2	3	4	NA
Student demonstrates skill in using culturally responsive practice in his or her work with diverse groups and individuals.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Professional Values and Attitudes					
Element 1: Student behaves in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, concern for the welfare of others					
Student willingly accepts and carries out assignments as appropriate.	1	2	3	4	NA
Student is punctual and dependable.	1	2	3	4	NA
Student demonstrates effective time management.	1	2	3	4	NA
Student completes work efficiently.	1	2	3	4	NA

Student returns emails/phone calls promptly.	1	2	3	4	NA
Student adheres to site policies and procedures.	1	2	3	4	NA
Student demonstrates professional behaviors.	1	2	3	4	NA
Student demonstrates ability to initiate and complete appropriate tasks.	1	2	3	4	NA
Student advocates for the needs of children/clients.	1	2	3	4	NA
Student demonstrates consistent enthusiasm for position/profession.	1	2	3	4	NA
Student displays appropriate affect/emotions.	1	2	3	4	NA
Student participates in professional development opportunities offered through the site or as relevant to practice.	1	2	3	4	NA
Element 2: Student engages in self-reflection regarding personal and professional functioning and in activities to maintain and improve performance, well being and professional effectiveness					
Student reflects upon and takes responsibility for own behavior.	1	2	3	4	NA
Student recognizes own strengths and weaknesses.	1	2	3	4	NA
Student manages own stress and takes appropriate self-care.	1	2	3	4	NA
Element 3: Student actively seeks and demonstrates openness and responsiveness to feedback and supervision					
Student recognizes own professional limitations and seeks advice.	1	2	3	4	NA
Student accepts and responds appropriately to supervision.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Communication and Interpersonal Skills					
Element 1: Student develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services					
Student skillfully develops rapport with others (e.g., clients, families, team members).	1	2	3	4	NA
Student collaborates and cooperates effectively in group or team settings.	1	2	3	4	NA
Student navigates complex systems in a way that respects diverse agendas, roles, and priorities.	1	2	3	4	NA
Student relates appropriately and professionally with persons from diverse backgrounds.	1	2	3	4	NA
Element 2: Student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and student demonstrates a thorough grasp of professional language and concepts.					
Student displays active listening skills.	1	2	3	4	NA
Student demonstrates clear and fluent oral communication.	1	2	3	4	NA
Student demonstrates appropriate nonverbal communication (e.g., eye contact, engaged posture, appropriate affect).	1	2	3	4	NA
Student displays the ability to communicate effectively in writing and at a level that is appropriate to the audience (e.g., teachers, parents, students)	1	2	3	4	NA
Student understands and accurately uses professional language and concepts in written and oral communication.	1	2	3	4	NA
Element 3: Student demonstrates effective interpersonal skills and ability to manage difficult communication well.					
	1	2	3	4	NA

Student displays ability to handle conflicts in a constructive manner.	1	2	3	4	NA
Student is aware of own communication style and its impact on others.	1	2	3	4	NA
Student demonstrates respect for feelings, opinions, knowledge, and abilities of others.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Assessment					
Element 1: Student selects and applies a wide range of empirically-based assessment methods, and student collects data appropriate to identified goals and questions of the assessment and relevant diversity characteristics of the client.					
Student selects appropriate assessment procedures based on referral questions, identified goals, and client characteristics.	1	2	3	4	NA
Student demonstrates knowledge and skill in administering and scoring assessments.	1	2	3	4	NA
Student effectively conducts comprehensive interviews with multiple sources as appropriate.	1	2	3	4	NA
Element 2: Student interprets assessment results, following current research and professional standards, to inform case conceptualization, classification, and recommendations, while guarding against biases. Student distinguishes the aspects of assessment that are subjective from those that are objective.					
Student exhibits skill in case conceptualization and diagnosis based on assessment results.	1	2	3	4	NA
Student exhibits skill in integrating existing data (e.g., progress monitoring, achievement measures, attendance, discipline referrals) into the decision-making process.	1	2	3	4	NA
Student uses assessment results to generate appropriate recommendations and/or intervention plans.	1	2	3	4	NA
Student is aware of and guards against the impact of personal and psychometric biases in the interpretation of assessment results.	1	2	3	4	NA
Student distinguishes the aspects of assessment that are subjective from those that are objective.	1	2	3	4	NA
Element 3: Student communicates orally and in written documentation the findings and implications accurately and in a manner sensitive to a range of audiences.					
Student provides appropriate oral feedback regarding assessment results to clients and/or their families.	1	2	3	4	NA
Student prepares effective written reports that accurately and sensitively communicate assessment findings and recommendations.	1	2	3	4	NA
Element 4: Student uses assessment procedures to evaluate systems for the purposes of program planning and evaluation.					
Student displays ability to accurately assess classroom environments and other systems.	1	2	3	4	NA
Student demonstrates knowledge and skill in using data to evaluate the impact of selected interventions with individuals and groups.	1	2	3	4	NA
Student demonstrates knowledge and skill in measuring program outcomes.	1	2	3	4	NA

Element 5: Students demonstrate current knowledge of diagnostic classification systems and functional/dysfunctional behaviors, including consideration of client strengths and psychopathology; demonstrate understanding of behavior within family, social, societal, cultural and educational contexts, and be able to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process.					
Student demonstrates knowledge of diagnostic classification systems used in schools and clinical settings	1	2	3	4	NA
Student understands behavior in the context of family, social, societal, and cultural contexts	1	2	3	4	NA
Student applies knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Intervention					
Element 1: Student establishes and maintains effective relationships with the recipients of psychological services and others involved in service delivery (e.g., parents, site personnel)					
Student builds and maintains effective and productive working relationships with clients.					
Student builds and maintains effective relationships with those in clients' systems as appropriate to treatment goals.					
Element 2: Student develops interventions informed by the scientific literature, assessment findings, diversity characteristics and contextual variables					
Student develops and implements intervention plans that are specific to service delivery goals and are grounded in best available research evidence, applied experience/expertise, client/family values, beliefs, and culture.	1	2	3	4	NA
Student routinely establishes clear and measurable treatment goals in collaboration with the client/family.	1	2	3	4	NA
Student appropriately modifies and/or adapts intervention plans with defensible rationale when a clear evidence base is lacking.	1	2	3	4	NA
Element 3: Student skillfully uses a variety of intervention modalities appropriate to the situation					
Student skillfully implements appropriate intervention strategies.	1	2	3	4	NA
Student displays skill in providing individual counseling to children and youth.	1	2	3	4	NA
Student implements effective systemic prevention or intervention programming.	1	2	3	4	NA
Student displays skill in providing group and classroom-wide interventions.	1	2	3	4	NA
Student skillfully participates in crisis response efforts (e.g., suicide, threat) as appropriate to their training and status.	1	2	3	4	NA
Student assists clients (and their families) in connecting to community resources as appropriate.	1	2	3	4	NA
Element 4: Student evaluates intervention effectiveness and adapts interventions consistent with ongoing evaluation.					
Student routinely evaluates progress towards treatment goals using ongoing objective measurement and subjective client/family/stakeholder feedback.	1	2	3	4	NA
Student makes necessary changes, adaptations, and/or modifications to intervention plans based on routine evaluation.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills					
Element 1: Student demonstrates knowledge and respect for the roles and perspectives of other profession.					
Student demonstrates knowledge of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA
Student demonstrates respect for the perspectives, attitudes, emotions, and behaviors of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA
Student demonstrates knowledge of various systems relevant to service delivery (e.g. family, school, community).	1	2	3	4	NA
Element 2: Student demonstrates knowledge of consultation models and practices.					
Student demonstrates knowledge of various consultation models, practices, and collaborative approaches.	1	2	3	4	NA
Student demonstrates skill in conducting case and systems consultation.	1	2	3	4	NA
Student participates in systems consultation as appropriate to their training and status.	1	2	3	4	NA
Student's use of consultation is sensitive to and integrates understanding of diversity as related to client, his or her family, and the consultee	1	2	3	4	NA

Comments:

Trainee Strengths and Needs

1. Areas of greatest strengths or competencies:

Midterm:

Final:

2. Areas for growth or additional training:

Midterm:

Final:

I certify that I have read and reviewed the evaluation. The site supervisor attests that this evaluation is based in part on direct observation of the student's skills in the areas evaluated.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date

Practicum Case Study

During your school psychology practicum, students are to complete two case studies, one for a behavioral case, and one for an academic case. In these case studies, students will be expected to describe two actual cases that have been completed using 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.

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 led 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 evidence-base for the selected intervention. 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 single-case 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 generalize to other settings and how you shared the outcomes of your intervention.

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

The following rubric will be used to score your case 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.

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, test 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 fully explained or	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)

	physical, social, linguistic, cultural)	show limited understanding.	
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	The intervention is monitored and data are provided to ensure that

		so intermittently or in an informal manner.	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	No single-subject statistic or method is used to demonstrate the effectiveness of the intervention	Single-case statistics (for example, PND, PEM, GAS, etc.) are used to demonstrate effectiveness of the intervention	Single-case statistics are used, and additional analyses are conducted; for example, single-case design with changing criteria, multiple-baseline, etc.
Evaluation, 4.3	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, 4.4	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 regarding both the current intervention and future programming.
Evaluation, 4.5	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, 4.6	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, 5.1	It is not clear that all Ethical and legal guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).	All Ethical and legal guidelines appear to have been followed in completing this case study.	All Ethical and legal 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.



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 health service psychologist (HSP). 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.

All students admitted Fall 2016 or later are required to pursue an APA-accredited internship. 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.

APPIC Internship Policy. As of fall 2016, all Ph.D. students are required to participate in the APPIC match. Students are required to make a “sincere effort” to be matched to an internship. The following are required to demonstrate sincere effort:

- Apply to 12-15 APA-accredited internship sites. Sites” are defined as having a unique application. Some organizations have multiple programs that each require a separate application. Despite the fact that the name of the organization is the same, these would be considered different sites. On the other hand, consortia that include a variety of potential placements are considered a single site if there is a single application to the consortium.
- Apply to sites that have accepted school psychology students in recent years.
- Apply to at least some that have reasonable match rates.
- Apply to sites that demonstrate variety with regard to competitiveness or likelihood of matching.
- Students must submit ranks of sites if they get two or more interviews.
- Students must also participate in Match Phase II if they are not matched in the first phase.

Students who follow the above guidelines and do not obtain an internship will be allowed to accept a school-based non-APA approved internship. School-based internships must be consistent with APPIC policies (see pp. 107-108). More information about school-based internships can be found in the Appendix of this Handbook.

October 2015
 Revised November 2017

Before beginning your search for an appropriate site, consult with your Major Advisor and pick up a copy of the Internship Clearance Form from the Internship Coordinator. The main source for finding an internship 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.

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 (or will 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 and the Internship Clearance Form signed by the Internship Coordinator before any student can apply for internship. Students must schedule their Proposal Defense by October 31st of the year they participate in the match. 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. Once the proposal is scheduled, students are required to email the internship coordinator their Proposal Defense and request that the Internship Clearance Form be signed. No internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. It is strongly recommended that those students write their proposals the summer before the APPIC application process, to allow for revisions and success in scheduling a Proposal Defense meeting by the end of October. The dissertation proposal should be on file with the graduate school prior to match ranking. If it is not, students must withdraw from the match.

For students who are placed non-APPIC settings, no internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. Students who are enrolled in internship hours based on having a full draft of their proposal, will not be allowed to enroll for a second semester of internship if they have not successfully defended their proposals.

May 2003

Revised September 2005

Revised March 2015

Revised January 2017

Revised August 2017

Revised September 2019

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. 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. Students should begin exploring potential sites and their specific requirements early on so that they can be prepared for these specific requirements.

In addition, APPIC conducted a survey in 2017 regarding applicants' previous training and experience, as well as other information. Results regarding the entire pool of applicants can be seen at <https://www.appic.org/Match/Match-Statistics/Applicant-Survey-2017-Part-1>

In 2017, the median doctoral-level hours reported by applicants were 598 intervention hours and 178 assessment hours. The mean number of application sites was 15.6, and the mean number interviews was 7.4. The median number of integrated psychological reports was 8 for adults and 6 for children/adolescents.

The mean number of published articles in a refereed journal was 2.2. The mean number of professional conference presentations was 8.1.

Registration During Internship. Ph.D. students enroll in internship across three semesters, typically taking 1 credit hour across the fall, spring and summer semesters, for a total of 3 credits.

Internship Hour Requirements. Per the Standards of Accreditation (APA, 2015) internships require 2000 hours of work over 12 months (10 months in a school site). Half-time internships that are 24 months long are also permitted.

School-Based Externship Requirement. Note that in keeping with NASP requirements, all PhD students will be required to complete a 600-hour externship in a school setting that meets the guidelines as set forth by NASP. The only exceptions to this policy are for students who have completed an EdS School Psychology internship as part of their previous program, or for those completing an APA-accredited internship in a school setting. **Therefore, if you are applying for non-school sites, you must enroll in APCE 776 Externship in School Psychology and complete your required 600 hours with supervision for a dually licensed individual.**

Applying for the internship. In preparation for the internship (approximately year 2), students should attend the internship planning meetings that occur each fall in conjunction with our School Psychology Symposium. 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 are encouraged to attend this meeting multiple times beginning their second year in the program in order to be fully aware of related processes.

Awarding the Doctoral Degree Prior to Completion of the Internship. Per UNC and APA accreditation policy, *“All accredited program requirements, including the internship, should be satisfactorily completed prior to awarding the doctoral degree in the student’s substantive area of health service psychology”* (APA, Standards of Accreditation; C-15 D, 2017). For example, if a student completes internship one day after the official UNC graduation date, then the student will officially graduate the following term. This policy is also related to many state licensing boards.

High Plains Psychology Internship Consortium. The School Psychology PhD program at UNC is partially affiliated with the High Plains Psychology Internship Consortium and Dr. Robyn Hess is the current Training Director. This consortium is a multi-state training network for psychologists in rural Colorado and Nebraska. We seek to improve care coordination and help facilitate education for existing providers about healthcare redesign. Our team supports the production of a new generation of early-career healthcare providers that have the knowledge and skills necessary to be effective in new models of coordinated care. The mission of High Plains Psychology Internship Consortium is to prepare and retain psychologists who provide behavioral healthcare to diverse children, adolescents, and adults in rural and clinical and school settings. As an affiliated partner, UNC School Psychology students who apply at this site receive additional consideration for their applications. High Plains PIC is an APPIC member (#2406) and is accredited, on contingency. For more information <http://www.highplains-pic.org/>

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 threatens 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 internship and the intern.

- 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 Ethical and legal confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.
- Interns will adhere to all professional expectations of the site.
- For a full-time placement, at least two hours per week of regularly scheduled, individual, face-to-face supervision is required. Additional supervision (two hours per week) can be group or individual.
- Interns will ensure that the University Supervisor has a current phone number and e-mail address to facilitate contact.
- Interns will maintain an accurate log of all hours spent in placement-related activities as required by their internship site.
- Interns will sign all reports with a title that clearly represents their training status, such as “School Psychology Intern” or “Psychologist in Training.” Please defer to the requirements of the training site.
- Interns will follow the schedule of their site, including holidays and other time off. Start and end dates vary by internship, and interns must account for those in their planning/moving, etc.
- Serious problems, disagreements, and infractions of regulations should be brought to the attention of the University supervisor and the internship supervisor when possible. Every effort will be made to work out conflicts to the satisfaction of all persons involved.

Responsibilities of the Field Supervisor. Practicing 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 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 psychologist and (3) that of the intern’s instructor, providing direct instruction or recommending additional instruction through other avenues when appropriate. Specific responsibilities of the Field Supervisor include:

- Interns must have at least one Ph.D. level Field Supervisor who is appropriately trained and licensed, involved in a supervisory relationship with the intern throughout the internship and maintain primary professional and legal responsibility for the intern’s cases.
- Supervisors will provide at least two hours of regularly scheduled, individual, face-to-face supervision per week.
- Supervisors will provide written feedback on the intern’s performance (including progress toward attainment of APA’s Profession-Wide Competencies) at least twice per year, but more often if necessary. They also must provide timely notification to intern if there are problems with the intern’s performance. The supervisor must specify in writing steps to remediate the problems (if they can be remediated), and must follow-up in writing regard progress toward remediation.

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

- The University Supervisor has contact with the site supervisor at least three times per year, at the beginning, middle, or end of the experience, through email, videoconference, or phone. The first contact is simply to establish a connection and to learn more about the intern’s placement for the year. The second and third contact are to obtain feedback on the intern’s progress.
- The University Supervisor will consult with the Field Supervisor and with the intern as necessary throughout the internship and per the site’s policies.
- The University Supervisor will review the intern’s progress and assign the intern’s final grade.

Grades for internship. Aside from site-based evaluation of interns, grades for the internship are assigned by the university supervisor, and are based upon the intern supervisor's evaluation of the intern's performance. For non-APPIC sites, the Internship Accomplishment Form will be completed at midterm and final timeframes of the internship. 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 health service psychologist. In APPIC sites, 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

Note that for APA-Accredited internship sites 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.”

Absences and Withdrawals. Once they have committed to a supervised placement, interns 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 are expected to follow all rules set by the site regarding illness, emergencies and scheduled time off.

Financial Aid During Internship. During internship, students often are not enrolled in enough credits to qualify for financial aid. However, if you are registered for internship, the program submits a form indicating that the intern should be considered a full-time student, regardless of the number of credits being taken in a given semester. One of these forms is submitted for each semester that the student is enrolled in internship and allows for student loans to remain in deferral and for the student to qualify for financial aid.

Appendices

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School-Based Unaccredited Internships

The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist. The internship is the culminating experience of graduate field-based training. The prospective candidate must complete all required practica, field-based experiences, and propose their dissertation before any internship experience begins.

All students admitted Fall 2016 or later are required to apply for an APA-accredited internship. **The information in this section is for those who made a good faith effort to obtain an APA-accredited internship (see pp. 28, 94) but were not matched in Match I or II.**

Requirements for the school psychology internship include at least 1500 hours of supervised experience by at least one individual who is both a licensed psychologist and a licensed/certified school psychologist (see pp. 107-108). The internship in school psychology is intended to be an opportunity for students to progressively assume the professional role of a school psychologist. 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.

General Internship Guidelines

Unaccredited internships must still have policies consistent with those of APPIC. Information about such policies can be found on pp. 107-108.

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 Field Experience Proposal Form (p.81) signed by the appropriate parties before actively pursuing a training site. The main source for finding a school-based internship is the Internship Listing that is provided to prospective interns at the informational meeting held each fall. There are two options for unaccredited internships:

Option 1:

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 2:

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.

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).

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!

Dissertation proposal before internship policy. The Proposal Defense must be scheduled and the Internship Clearance Form signed by the Internship Coordinator before any student can apply for internship. Students must schedule their Proposal Defense by October 31st of the year they participate in the match. 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. Once the proposal is scheduled, students are required to email the internship coordinator their Proposal Defense and request that the Internship Clearance Form be signed. No internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. It is strongly recommended that those students write their proposals the summer before the APPIC application process, to allow for revisions and success in scheduling a Proposal Defense meeting by the end of October. The dissertation proposal should be on file with the graduate school prior to match ranking. If it is not, students must withdraw from the match.

For students who are placed non-APPIC settings, no internship hours will be counted until the Research Proposal is successfully defended and filed with the Graduate School. Students who are enrolled in internship hours based on having a full draft of their proposal, will not be allowed to enroll for a second semester of internship if they have not successfully defended their proposals.

May 2003

Rev. September 2005

Revised August 2017

Revised September 2019

Failure to Propose Before Internship. Students in school-based internships who fail to hold the Proposal Defense before beginning an internship will not be able to count any hours toward internship. Students are expected to defend their proposal as soon as possible once the internship has started. In the event that a student does not defend the proposal by the end of the fall semester, he or she will not be allowed to register for internship credits in the spring semester, and a U will be given for the fall semester. The student will then need to re-register for internship credits the following academic year, provided the dissertation is proposed before a student accepts the internship.

Applying for the internship. In preparation for the internship (approximately year 2), students should attend the internship planning meetings that occur each fall in conjunction with our School Psychology Symposium. 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 are encouraged to attend this meeting multiple times beginning their second year in the program in order to be fully aware of related processes.

Requirements for internship settings. School-based internship settings should be ones 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 threatens 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.)
- 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 Ethical and legal 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 Supervisor as required. For a full-time placement, at least 4 hours per week of supervision is required, two of which must be individual, face-to-face supervision (see pp. 107-108). If part-time, the individual may meet with his or her Field Supervisor one hour per week.
- Interns are required to attend a fall and spring internship symposium at UNC, during which they will meet with the internship supervisor. In addition, they will meet virtually 3-4 times per semester via Zoom.
- 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. 82). These logs will be turned in to the University Supervisor monthly.
- 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) (see pp. 107-108).
- 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. An additional two hours must be provided by a licensed psychologist supervisor or licensed school psychologist. When an intern works part time the supervisor should provide at least 1 hour of face-to-face supervision and 1 hour that may be group supervision (see pp. 107-108).
- 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 ensure 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 hold a bi-annual meeting with interns during a fall and spring symposium, and will meet virtually with interns via Zoom 3-4 times per semester.
- 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 clients across a range of ages.

Log of contact hours. School-based 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. 82). 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 and notify the university supervisor that the requirement has been met. 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. Interns in APPIC placements are required to meet the requirements of their site.

Internship Licenses and Temporary Teaching Eligibility (TTE). All interns obtaining internship placements in Colorado school districts are required to apply for a Special Service Provider Intern Authorization 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.

Supervision must be 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 but not necessarily have a license/credential in school psychology. 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. An additional 2 hours of 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 (see pp. 107-108).

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. The field supervisor will evaluate interns using the Internship Accomplishment Form (later in this Handbook), supplemented with written comments. Passing grades (S) will be given by the university supervisor when intern evaluations document that the intern is demonstrating profession-wide competencies at a level sufficient to practice independently as a school psychologist. For school-based internships, this includes a rating of 4 or higher on each item

on the Internship Accomplishment Form. An unsatisfactory (U) will be given when intern evaluations document that the intern's skills are not sufficient to support independent practice or pursue further training. 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 and could serve as grounds for referral to the Review & Retention Committee. In extenuating circumstances, interns can petition the faculty for permission to change internship sites.

September 1997
Updated Spring 2009

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

Completing Supervised Experiences in Current Worksites. 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 their 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., Ethical and legal 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.



**University of Northern Colorado
Doctoral School Psychology Program
School-Based Internship Requirements**

All students pursuing unaccredited internships must be aware that internship sites must meet the following APPIC requirements in order for them to be approved by the school psychology internship coordinator:

- The internship agency/district employs a clearly designated doctoral-level psychologist, who:
 - (a) is currently licensed by the state regulatory board of psychologist examiners to practice at the independent level;
 - (b) has at least three years of experience as a school psychologist and has been employed with the district for at least one year prior to supervising the intern
- The internship agency has at least two school psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychologist examiners for the jurisdiction in which the experience is completed. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more school psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.
- The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, counseling, research designed to meet the psychological, educational, and health needs of the clients, prevention and development of system supports, and work with cultural and individual diversity.
- The internship includes a minimum of 1,500 hours in activities described above (600 of the hours must be in a school setting).
- The intern, whether full-time or part-time, spends at least 25% of his/her time in providing direct (face-to-face) psychological services to clients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours.
- The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level licensed psychologist with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.
- In addition to the individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either

DORA licensed and/or licensed by the state department of education to practice as a school psychologist in schools.

- Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision and two hours (50%) of the minimum required four total weekly hours of supervision.
- Full-time internships are completed in no less than 10 months and part-time internships extend to no more than 24 months.
- 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, office equipment and copy machines.

Questions regarding these requirements should be directed to Dr. Robyn Hess at robyn.hess@unco.edu or [970-351-1636](tel:970-351-1636).

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>
Master's Courses			
APCE 625		APCE 758	
APCE 628		PSY 540	
APCE 670		PSY 590	
APCE 682		PSY 664	
APCE 683		SRM 602	
APCE 707			

School Psychology Core

APCE 623		APCE 747	
APCE 640		APCE 763	
APCE 656		EDSE 630	
APCE 667		PSY 587	

Assessment Core

APCE 644		APCE 646	
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Practicum Core

APCE 618		APCE 776 (2 semesters)	
APCE 779 (2 semesters)		*	

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

Ph.D. Electives (Specify Electives Taken)

Elective #1:	
Elective #2:	
Elective #3:	

Supervision Core

APCE 775	
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Research Core

SRM 700		APCE 663 (3 semesters, if admitted in Fall 2019)	
SRM 603		APCE 781	
SRM 610			
APCE 629			

After you and the Internship Coordinator have signed below, a copy of the signed form should be submitted to the Internship Coordinator. **To be cleared for internship, your dissertation proposal (chapters 1-3) must be emailed to the internship coordinator. In addition, your proposal defense must be scheduled and all related paperwork submitted to the Graduate School.** Proposal Date: _____

Ph.D. Student & Date

Internship Coordinator & Date

University of Northern Colorado
School Psychology Internship Agreement:

(Note: For students completing a school-based, non-APPIC Internship)

Name of School System/Agency

has agreed to accept

Name of School Psychology Intern

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

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

Name of the District:

Address:

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

7. Additionally, the intern will be expected to two symposia to be held each semester at UNC. A schedule of these meetings is developed at the beginning of the school year. Additionally, students are expected to participate in virtual meetings 3-4 times per semester.
8. **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).
9. **SUPERVISION:** The District/Field Supervisor 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.

District/Field 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 District/Field Supervisor Number	License
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The university supervisor (or designate) shall maintain an ongoing relationship with district supervisor 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.

10. **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 for which she or he was appointed.

APPROVAL:
Signatures:

 Intern

 Date

 Field/District Supervisor

 Date

 University Supervisor (or Designee)

 Date



UNIVERSITY OF
NORTHERN
COLORADO

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

Intern: _____ Evaluation Date: 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 3 in all areas (including items).** 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	2	3	4
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; 'Novice'	Requires supervision for all aspects of task; from initiation to completion; 'Advanced Beginner'	Requires supervision initiating task and evaluating task completion; completes task independently; 'Competent'	Requires supervision on final aspect (evaluation) of task completion; completes task independently; 'Proficient'

Profession-Wide Competency: Ethical and Legal Standards

Element 1: Intern is knowledgeable about and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics, as well as laws, regulations, rules and policies governing health service psychology practice in school and community settings.

Intern demonstrates knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics.	1	2	3	4	NA
Intern demonstrates knowledge of legislation that regulates psychological practice.	1	2	3	4	NA
Intern demonstrates an understanding of the specific rules regarding psychological practice in schools.	1	2	3	4	NA

Intern behaves in accordance with laws, regulations, rules and policies governing health service psychology practice in school and community settings.	1	2	3	4	NA
Element 2: Intern recognizes and responds to ethical dilemmas as they arise.					
Intern is aware of situations that create potential or actual ethical problems.	1	2	3	4	NA
Intern competently applies ethical decision-making processes in order to manage ethical dilemmas.	1	2	3	4	NA
Element 3: Intern behaves ethically in all aspects of professional behavior and health service psychology practice.					
Intern displays behaviors that are consistent with the ethical principles of the APA and the NASP.	1	2	3	4	NA
Intern reflects upon own practice to identify ways to improve professional and ethical behavior.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Individual & Cultural Diversity					
Element 1: Intern can articulate an approach to addressing diversity in health service psychology practice that is based on knowledge of current literature and an analysis of how their own history, attitudes, and biases affect how they interact with others different from themselves.					
Interns demonstrate knowledge about the current theoretical and empirical literature related to addressing diversity in health service psychology practice.	1	2	3	4	NA
Intern demonstrates awareness of own values and beliefs.	1	2	3	4	NA
Intern understands the impact of his or her own personal/cultural history, attitudes and biases on how he or she interacts with people different from himself or herself.	1	2	3	4	NA
Element 2: Intern integrates awareness and knowledge of individual and cultural differences in health service psychology practice and uses an informed approach to working effectively with diverse groups.					
Intern recognizes and understands the factors that contribute to individual differences.	1	2	3	4	NA
Intern respects all persons and is sensitive to the value systems of diverse groups.	1	2	3	4	NA
Intern demonstrates ability to recognize limits of own cultural competency.	1	2	3	4	NA
Intern demonstrates skill in using culturally responsive practice in his or her work with diverse groups and individuals.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Professional Values and Attitudes					
Element 1: Intern behaves in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, concern for the welfare of others					
Intern willingly accepts and carries out assignments as appropriate.	1	2	3	4	NA
Intern is punctual and dependable.	1	2	3	4	NA
Intern demonstrates effective time management.	1	2	3	4	NA
Intern completes work efficiently.	1	2	3	4	NA
Intern returns emails/phone calls promptly.	1	2	3	4	NA
Intern adheres to site policies and procedures.	1	2	3	4	NA
Intern demonstrates professional behaviors.	1	2	3	4	NA
Intern demonstrates ability to initiate and complete appropriate tasks.	1	2	3	4	NA
Intern advocates for the needs of children/clients.	1	2	3	4	NA
Intern demonstrates consistent enthusiasm for position/profession.	1	2	3	4	NA
Intern displays appropriate affect/emotions.	1	2	3	4	NA
Intern participates in professional development opportunities offered through the site or as relevant to practice.	1	2	3	4	NA
Element 2: Intern engages in self-reflection regarding personal and professional functioning and in activities to maintain and improve performance, well being and professional effectiveness					
Intern reflects upon and takes responsibility for own behavior.	1	2	3	4	NA
Intern recognizes own strengths and weaknesses.	1	2	3	4	NA
Intern manages own stress and takes appropriate self-care.	1	2	3	4	NA
Element 3: Intern actively seeks and demonstrates openness and responsiveness to feedback and supervision					
Intern recognizes own professional limitations and seeks advice.	1	2	3	4	NA
Intern accepts and responds appropriately to supervision.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Communication and Interpersonal Skills

Element 1: Intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services					
Intern skillfully develops rapport with others (e.g., clients, families, team members).	1	2	3	4	NA
Intern collaborates and cooperates effectively in group or team settings.	1	2	3	4	NA
Intern navigates complex systems in a way that respects diverse agendas, roles, and priorities.	1	2	3	4	NA
Intern relates appropriately and professionally with persons from diverse backgrounds.	1	2	3	4	NA
Element 2: Intern produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and Intern demonstrates a thorough grasp of professional language and concepts.					
Intern displays active listening skills.	1	2	3	4	NA
Intern demonstrates clear and fluent oral communication.	1	2	3	4	NA
Intern demonstrates appropriate nonverbal communication (e.g., eye contact, engaged posture, appropriate affect).	1	2	3	4	NA
Intern displays the ability to communicate effectively in writing and at a level that is appropriate to the audience (e.g., teachers, parents, interns)	1	2	3	4	NA
Intern understands and accurately uses professional language and concepts in written and oral communication.	1	2	3	4	NA
Element 3: Intern demonstrates effective interpersonal skills and ability to manage difficult communication well.					
Intern displays ability to handle conflicts in a constructive manner.	1	2	3	4	NA
Intern is aware of own communication style and its impact on others.	1	2	3	4	NA
Intern demonstrates respect for feelings, opinions, knowledge, and abilities of others.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Assessment					
Element 1: Intern selects and applies a wide range of empirically-based assessment methods, and intern collects data appropriate to identified goals and questions of the assessment and relevant diversity characteristics of the client.					
Intern selects appropriate assessment procedures based on referral questions, identified goals, and client characteristics.	1	2	3	4	NA

Intern demonstrates knowledge and skill in administering and scoring assessments.	1	2	3	4	NA
Intern effectively conducts comprehensive interviews with multiple sources as appropriate.	1	2	3	4	NA
Element 2: Intern interprets assessment results, following current research and professional standards, to inform case conceptualization, classification, and recommendations, while guarding against biases. Intern distinguishes the aspects of assessment that are subjective from those that are objective.					
Intern exhibits skill in case conceptualization and diagnosis based on assessment results.	1	2	3	4	NA
Intern exhibits skill in integrating existing data (e.g., progress monitoring, achievement measures, attendance, discipline referrals) into the decision-making process.	1	2	3	4	NA
Intern uses assessment results to generate appropriate recommendations and/or intervention plans.	1	2	3	4	NA
Intern is aware of and guards against the impact of personal and psychometric biases in the interpretation of assessment results.	1	2	3	4	NA
Intern distinguishes the aspects of assessment that are subjective from those that are objective.	1	2	3	4	NA
Element 3: Intern communicates orally and in written documentation the findings and implications accurately and in a manner sensitive to a range of audiences.					
Intern provides appropriate oral feedback regarding assessment results to clients and/or their families.	1	2	3	4	NA
Intern prepares effective written reports that accurately and sensitively communicate assessment findings and recommendations.	1	2	3	4	NA
Element 4: Intern uses assessment procedures to evaluate systems for the purposes of program planning and evaluation.					
Intern displays ability to accurately assess classroom environments and other systems.	1	2	3	4	NA
Intern demonstrates knowledge and skill in using data to evaluate the impact of selected interventions with individuals and groups.	1	2	3	4	NA
Intern demonstrates knowledge and skill in measuring program outcomes.	1	2	3	4	NA
Element 5: Students demonstrate current knowledge of diagnostic classification systems and functional/dysfunctional behaviors, including consideration of client strengths and psychopathology; demonstrate understanding of behavior within family, social, societal, cultural and educational contexts, and be able to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process.					
Student demonstrates knowledge of diagnostic classification systems used in schools and clinical settings	1	2	3	4	NA
Student understands behavior in the context of family, social, societal, and cultural contexts	1	2	3	4	NA

Student applies knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process.	1	2	3	4	NA
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Comments:

Profession-Wide Competency: Intervention					
Element 1: Intern establishes and maintains effective relationships with the recipients of psychological services and others involved in service delivery (e.g., parents, site personnel)					
Intern builds and maintains effective and productive working relationships with clients.					
Intern builds and maintains effective relationships with those in clients' systems as appropriate to treatment goals.					
Element 2: Intern develops interventions informed by the scientific literature, assessment findings, diversity characteristics and contextual variables					
Intern develops and implements intervention plans that are specific to service delivery goals and are grounded in best available research evidence, applied experience/expertise, client/family values, beliefs, and culture.	1	2	3	4	NA
Intern routinely establishes clear and measurable treatment goals in collaboration with the client/family.	1	2	3	4	NA
Intern appropriately modifies and/or adapts intervention plans with defensible rationale when a clear evidence base is lacking.	1	2	3	4	NA
Element 3: Intern skillfully uses a variety of intervention modalities appropriate to the situation					
Intern skillfully implements appropriate intervention strategies.	1	2	3	4	NA
Intern displays skill in providing individual counseling to children and youth.	1	2	3	4	NA
Intern implements effective systemic prevention or intervention programming.	1	2	3	4	NA
Intern displays skill in providing group and classroom-wide interventions.	1	2	3	4	NA
Intern skillfully participates in crisis response efforts (e.g., suicide, threat) as appropriate to their training and status.	1	2	3	4	NA
Intern assists clients (and their families) in connecting to community resources as appropriate.	1	2	3	4	NA
Element 4: Intern evaluates intervention effectiveness and adapts interventions consistent with ongoing evaluation.					
Intern routinely evaluates progress towards treatment goals using ongoing objective measurement and subjective client/family/stakeholder feedback.	1	2	3	4	NA

Intern makes necessary changes, adaptations, and/or modifications to intervention plans based on routine evaluation.	1	2	3	4	NA
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Comments:

Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills					
Element 1: Intern demonstrates knowledge and respect for the roles and perspectives of other profession.					
Intern demonstrates knowledge of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA
Intern demonstrates respect for the perspectives, attitudes, emotions, and behaviors of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA
Intern demonstrates knowledge of various systems relevant to service delivery (e.g. family, school, community).	1	2	3	4	NA
Element 2: Intern demonstrates knowledge of consultation models and practices.					
Intern demonstrates knowledge of various consultation models, practices, and collaborative approaches.	1	2	3	4	NA
Intern demonstrates skill in conducting case and systems consultation.	1	2	3	4	NA
Intern participates in systems consultation as appropriate to their training and status.	1	2	3	4	NA
Intern's use of consultation is sensitive to and integrates understanding of diversity as related to client, his or her family, and the consultee	1	2	3	4	NA

Comments:

Midterm Goals:

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

Intern Signature and Date

Field Supervisor(s) Signature and Date

University Supervisor Signature and Date

Academic Integrity and Student Code of Conduct

Academic Integrity – this material is copied from the Student Code of Conduct:
<http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.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/dean-of-students/pdf/Student-Code-of-Conduct.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/dean-of-students/offices-resources/student-rights-responsibilities/>)

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/registrar/pdf/academic_appealprocess.pdf)

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: <https://www.thefire.org/wp-content/uploads/2003/02/UNCO-Discrimination-and-Harassment-13-14.pdf>

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.



School Psychology Internal Remediation Plan

Student's Name: _____ Bear #: _____

Students's BearMail: _____ Advisor: _____

Description of Concern:

Remediation Plan:

Date on Which Plan Will Be Reviewed: _____

_____	(Date)	_____	(Date)
Student Signature		Advisor Signature	

Status at Review:

Disposition: _____ Concern Addressed; No Further Action Necessary
 _____ Referral to Review and Retention
 _____ Other (Specify):

_____	(Date)	_____	(Date)
Student Signature		Advisor Signature	

Note: A copy of this plan must be given to the student, and another filed in the student's file.

Student Review and Retention

Policy and Procedures

Faculty and Student Manual

May 2015

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

STUDENT REVIEW AND RETENTION Policy Document

Review and Retention Committee

The Review and Retention (R&R) Committee of the Department of Applied Psychology and Counselor Education (APCE) and the Department of School Psychology (SP) is appointed by the Department Chair(s) and is a standing committee consisting of faculty from the three training programs (i.e., Counseling Psychology, Counselor Education and Supervision, and School Psychology) who are appointed by the Department Chair(s). The committee consists of three members, one serving as the Chair of the Committee. The Department Chair(s) may appoint faculty to replace Committee members if a conflict of interest exists between a Committee member(s) and the student under review. The advisor of the student under review may not be a committee member. In situations where the advisor is a Committee member of the R&R Committee (or another conflict of interest exists between a Committee member(s) and the student under review, a designee(s) from that faculty member's program will be appointed to sit on that student's R&R Committee. ***Please note: A student is required, and it is his or her responsibility, to keep his or her advisor informed of all aspects of any plan and progress throughout the Review and Retention process.***

The purpose of the R&R Committee is to develop, oversee, and coordinate recommendations concerning students brought to the Committee by program faculty in that student's Department. Students are referred to R&R when the program faculty's initial remediation attempts are unsuccessful or when the offense is so egregious as to warrant immediate referral to the Committee. The Committee will develop and review all remediation plans for students brought forth to the Committee and will have authority to make recommendations regarding such plans. The Committee will also have authority to recommend dismissal of students from any training program.

Confidentiality

Faculty comments and concerns regarding a student under review made during Committee deliberations about a student will be made in closed confidential sessions (executive sessions) of the Committee. A general summary of such comments and concerns will be reported by the Committee only to the student under review and will not be reported to other students. Other than such summary, and except as described below, faculty comments and concerns and any recommendation(s) regarding the student under review will be maintained in confidence by the R&R Committee and the respective program and/or appropriate faculty members.

Confidentiality of the information regarding a student under review by the Committee will not be required in the following situations:

1. If information is received that indicates an immediate danger to the health or safety any of person(s);
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation regarding a student;
3. If the student under review initiates legal action as a result of the faculty recommendation regarding the student's status in the training program and/or
4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken with respect to the Committee's recommendations regarding the student under review will be maintained by the Committee. The documentation will be dated and maintained in a secure manner by the R&R Committee. Access to such documentation and supporting materials will be limited to Committee members and those University administrators who have duties and responsibilities with respect to the issues raised about the student under review. All documentation will be maintained in this manner until a decision is made by the R&R committee, at which time documentation of all committees decisions will be retained in the student file".

Review and Retention Committee Meetings

R&R Committee meetings, or portions thereof, that involve discussions of students under review are to be held in closed confidential sessions (executive sessions). Only the decisions of the Committee made in these confidential sessions regarding the Committee's recommendations concerning a student under review are to be documented and reported to the persons specified in the Student Review and Retention Procedures.

R&R Committee meetings, or portions thereof, that involve general business of the Committee will be documented in the minutes of the meetings. Those minutes will be available to APCE faculty and the public at large.

Only members of the R&R Committee or its designee, the student under review, and a person chosen by the student under review to assist him/her in the student's presentation to the Committee may attend the scheduled meeting in which the student under review presents his or her case. No other persons may attend the meeting without specific authorization from the Committee Chair.

Student Evaluation

Successful completion of a program of study in the APCE Department and the SP Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of APCE and SP have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on all students without exception. These evaluations and the procedures relating to them 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 exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the Departments of APCE and SP 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 closed confidential sessions (executive sessions). At that time, any questions about students' behavior or performance may be raised for program faculty consideration.

Purposes of Student Evaluation

Faculty members in the APCE and the SP Departments are responsible for the evaluation of students in their respective professional training programs. . Refer to the respective programs' student handbook for program specific student evaluation methods. The purposes of student evaluations are to:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
1. Provide evaluative feedback to students regarding their competence in providing professional services;
2. Monitor and evaluate student efforts to achieve acceptable standards of practice;
3. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
4. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
5. 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.
6. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Faculty Recommendation Options Following Student Evaluation

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about a student(s). The program coordinator will record comments and concerns expressed by the program faculty. Although each program will determine its own process for managing student concerns, the program faculty may, if they believe it is appropriate to do so, attempt to work with the student first (e.g., engage in instructor feedback or discussion with the student) prior to referring the student to the R&R Committee. For each student, the program faculty will recommend one of the following:

- 1. Continuation in the Training Program (where student progress is satisfactory and no concerns are expressed by faculty)**
 - If applicable, evaluative feedback will be provided to the student by the Program Coordinator or designee.
- 2. Continuation in the Training Program with Attention to Specified Faculty Concerns (where some concerns are expressed by faculty with the expectation that the student can make improvements with minimal effort)**
 - Evaluative feedback will be provided to the student by the Program Coordinator and it is expected that the student will develop/identify appropriate remediation procedures to address the specified faculty concerns.
 - Although not required, it may be helpful for students to collaborate with their advisor in developing remediation procedures to address area(s) of concern.

- The next program faculty review of students will examine whether the student has demonstrated improvement and will provide feedback to the student regarding the extent of improvement.

Please Note. The recommendations below (3-7) can be made by the program faculty to the R&R Committee. See the Student Review and Retention Procedures for detailed information regarding each recommendation.

- 3. Continuation in the Training Program on Probationary Status and/or Formal Remediation** (in which case a referral to the R&R Committee is made)
- 4. Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation**
- 5. Voluntary Resignation from the Training Program**
- 6. Dismissal from the Training Program**
- 7. Immediate Dismissal from the Training Program**

STUDENT REVIEW AND RETENTION PROCEDURES

Procedural Steps for Review and Retention

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or unprofessional at any time during the course of training (including course work, practica, and internships), a referral to the R&R Committee is appropriate. The procedural steps to be taken are dependent upon the recommendation of the program faculty and the R&R Committee. (*See the respective sections that follow for detailed steps.*). Those steps are:

1. **Probation and Remediation** (see Section A) - Student's behavior is in need of formal remediation
2. **Continued Probation and Remediation** (see Section B) - Student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress in his/her work
3. **Voluntary Resignation** (see Section C) - Student's behavior is judged severe enough or the student has not made adequate progress to warrant program termination but the student has determined to leave the program voluntarily
4. **Dismissal from the Program** (see Section D) - Student has failed to attain the goals specified in his/her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or the student's behavior is judged to be so egregious as to forego remediation efforts
5. **Immediate Dismissal** (see Section E) - Student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted)

Section A

Probation and Remediation Steps in the Training Program

After review of a student's progress and behavior in his/her training program (see Student Evaluation), the program faculty determines the student is in need of remediation because the noted concerns are judged by program faculty as serious enough to affect the student's ability to perform competent professional services if not corrected. The faculty concerns will be recorded by the Program Coordinator and the following steps will be taken:

1. The Program Coordinator will inform the Chair of the R&R Committee and the APCE or SP Department Chair of the program faculty's recommendation that the student be placed on probation and possibly remediation.
 - a. The Program Coordinator will provide supporting materials/documentation to the Review and Retention Committee. (e.g., a letter to the R&R Committee specifying the faculty concerns, faculty evaluations, information regarding any applicable steps already taken to remediate the behavior, practicum evaluations, and similar information).
2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
 - b. The Program Coordinator will provide the student with a general overview (e.g. the issue of concern and information about the referral to R&R) for the referral recommendation.
3. The R&R Committee will review the faculty's recommendation and supporting materials and

provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.

- c. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
 - d. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
 - e. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.
5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
 - f. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
 - g. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
 - h. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.
7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.
8. A signed and dated copy of the plan will be placed in the student's file in the APCE/SP Department office and the student will retain a copy.
9. Prior to the date of reevaluation (as specified in the remediation plan), the student will present any available documentation of his or her progress in relation to the remediation plan to the

chair of the R&R Committee.

10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.
11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.
12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
 - i. Continuation in the Program: The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
 - j. Continued Probation and Remediation: If adequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
 - k. Voluntary Resignation: Recommend the student resign from the program (see Section C).
 - l. Dismissal from the Program: If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).
13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.
14. 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 APCE/SP main office in his/her student file.

Section B

Continued Probation and Remediation

If, in the professional judgment of the program faculty and the R&R Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress, the condition of probation and remediation may be continued. In such cases, a new reevaluation date will be set and the steps for reevaluation in Section A, above, will be followed.

Section C

Voluntary Resignation from the Training Program

If, in the professional judgment of the R&R Committee in consultation with the program faculty, a student's behavior is judged sufficiently severe, the student has not made adequate progress to warrant his/her continuation in the training program, or the student has failed to meet program requirements despite probation and remediation, the following steps will be taken:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.
5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.
6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

Section D

Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, the student has failed to attain the goals specified in his or her remediation plan, and it is unlikely that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious that remediation efforts would be likely be ineffective, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

2. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.

3. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R 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, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
5. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.
6. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.
7. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the R&R Committee to provide the student the opportunity to present his/her case to the program faculty and the R&R Committee. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
8. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.
9. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R 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. Decision options are:

- Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
10. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
 11. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.
 12. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School 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 APCE/SP main office.
 13. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.