UNIVERSITY
NORTHERN
COLORADO

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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. Questions related to the program's accredited status should be directed to:
Commission on Accreditation
Office of Program Consultation and Accreditation

School Psychology Faculty

Dr. Michelle Athanasiou

Student Admissions, Outcomes, and Other Data

These data reflect the status of the Ph.D. School Psychology program through the end of Summer 2015. This information is updated each year by October 1.

Time to Completion

Program Costs

Description	2015-2016 1st-year Cohort Cost
Tuition for full-time students (in-state)	20,270
Tuition for full-time students (out-of-state)	42,280
Tuition per credit hour for part-time students (if applicable enter amount; if not applicable enter "NA")	592 (in-state)
University/institution fees or costs	2441
Additional estimated fees or costs to students (e.g. books, travel, etc.)	1500

Internships

Our doctoral students have successfully completed internships in a number of different sites across the country. The majority of our doctoral students pursue school-based internships, which are typically paid with a small stipend. About one-third of our students pursue APA-accredited internships.

Internship Placement - Table 1

Outcome	Year Applied for Internship						
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Attrition

Ph.D. School Psychology
Program Goals, Objectives and Competencies

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

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

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

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

Expected Competencies

1.1a. Demonstrate knowledge of theories and relevant research underlying the biological, cognitive, affective, and social bases of behavior.
1.1b. Apply knowledge of these bases of behavior to improve social, emotional, behavioral, and educational outcomes.
1.1c. Demonstrate skill in measuring these bases of behavior from infancy to adulthood.
1.2a. Demonstrate knowledge of theories and relevant research underlying human development.
1.2b. Adapt psychological practices to developmentally appropriate levels that meet the needs of the individual.

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

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

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

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

Expected Competencies

2.1a: Demonstrate knowledge of various systems (e.g., family, school, community) and the complex systems-level interactions both within and across these settings.
2.2a: Demonstrate knowledge of various consultative and collaborative approaches.
2.2b: Demonstrate skill in implementing effective consultation with families, school personnel, and systems.
2.3a: Demonstrate ability to implement effective systemic prevention or intervention programs (including crisis response).
2.3b: Demonstrate

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

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

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

Expected Competencies

3.1a: Demonstrate skill in administering and scoring a variety of cognitive, behavioral, academic, and environmental measures.
3.2a: Interpret and report assessment results for the purpos36a39d4.9(p)2mtervention recommendations amd planning.
3.3a: Demonstrate knowledge and skill in measuring intervention and/or program outcomes.

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

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

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

Expected Competemcies

4.1a: Demonstrate knowledge of evidence-based preventive amd remedial intervemtions for specific problems particularly prevalemt among children amd adolescents.
4.1b: Demonstrate skill in identifying individuals or groups who may benefit from intervention services.
4.2a: Select appropriate evidence-based intervemtion strategies that reflect an understanding of relevant client amd setting variables.
4.2b: Demonstrate skill in delivering individual and/or group therapeutic and preventive interventions.

Goal 5: Students will be prepared to engage in culturally competent legal, ethical, and professional practice.

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

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

Objective 5.3: Students will demonstrate a commitment to ongoing professional development.

Expected Competencies

5.1a: Demomstrate umderstamdimg amd adherence to legal amd ethical stamdards as applied to psychological research amd practice.
5.2a: Demomstrate ability to recognize amd understamd the factors that contribute to individual differences, including ability, culture, SES, sexual orientation, and language.
5.2b: Demomstrate skill in culturally responsive practice (e.g., comsultation, assessment, interventiom) that reflects adherence to legal amd ethical standards.

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

Goal 6: Students will be competent in understanding, using, and conducting research.

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

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

Expected Competencies

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

6.2a: Demonstrate knowledge of research design, methodology, and statistical analysis for the purpose of conducting and presenting original research through written manuscripts, oral/poster presentations, and the successful completion of a dissertation.

General Program Information

Academic Information

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

UNC. A Directed Study investigation must be on a specific topic that is not duplicated by an existing course within the University's curriculum. The nature of the study must involve intensive use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. See the UNC Catalog for more information.

Transfer Credit: Doctoral students without a master's degree must complete 64 of the 94 required credits at UNC for a doctoral degree. If the program requirements exceed the 94 credit minimum, students may be allowed to transfer additional credits, as determined by their advisor. Transfer credit will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student's UNC program. Transfer credit must be compatible with the student's program and must be "A" or "B" work. All program requirements, including transfer work, must be completed within the time limits of the program (i.e., 6 years for the specialist degree or 8 years for the doctoral degree).

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

Sign-Up Sheets: Some courses in the program have very limited enrollment. Students will be placed in these classes using one of two procedures. First, some classes will have sign-up sheets placed in the hall across from the student resource room (c)-1.710. s 7es. Fy ha.002 Tc 0.01assee.ge8(ook)10.91.6(8)-4(r)-r on tti. Sn ha

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

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

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

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

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.

Letters of Recommendation: During your program, it is likely that you will need letters of recommendation from faculty for such things as scholarships, fellowships, internships, or employment. Faculty members receive numerous requests for such letters and need a minimum of a two-week advance notice, and are under no obligation to write a letter in less than that amount of time. The proper method for requesting a letter of recommendation includes notifying faculty in person or writing (a inot.6(o w)4itoro(not)-4.6

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 styr4n3Td (s)Tj 04n3Td8 3ec

School Psychology Student Leadership Positions

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

1. **President**: The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities and events, and communicating with all officers regarding various objectives of meetings. The President also communicates with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and receive funding from the University. The President and Vice President are jointly responsible for financial accounts.

2. **Vice President**: ThÓ~eipØ'èpØ'pate

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.

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

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Internship Acceptance Policy

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

September 1997

Meeting Etiquette for Candidate Meetings Policy

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 presentationthe 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 and may be referred to the Review and Retention Committee.

November 2012

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 provi5(n)5() 0 -1.1.6(15.8 r)-3.9(a5(v)a2.6(o)1.1(o)-)5())o() 0 9

students will be expected to complete his or her 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

Diagnostic Materials Library Policy

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 (which address both the individual's ability to successfully complete the respective graduate program and the probability of effective functioning in the field). Go to http://www.unco.edu/grad/forms/index.html and then select "Letter of Recommendation Form." The applicant will complete the short form and will provide information for 3 recommenders (name and email). The recommenders will automatically receive an email message asking them to complete the letter of recommendation form for the student (this is a separate survey).
- Scores on the Graduate Record Examination. **GRE scores are required from ALL applicants to the doctoral (Ph.D.) program. The GRE must have been taken within the last five years.** According to the UNC Graduate School, applicants are required to have a minimum score of 297 on the combined subtests of Verbal Reasoning and Quantitative, and a minimum of 3.5 on Analytic Writing. Most successful applicants to the Ph.D. School Psychology program will have scores of 150 in each area, with an Analytic Writing score of 4.0.

When the Graduate School has ascertained that minimum University requirements have been met, the materials are then forwarded to the program area for consideration.

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

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

File Review and Acceptance Process

Each completed application is reviewed independently by all members of the school psychology faculty. No one criterion is the sole factor in the admissions decision; rather, each faculty member is charged with assessing the degree to which the applicant's interests and skills indicate a good match with the program, and likelihood for successful completion. Following an initial screening, selected applicants will be invited to campus for an interview. In extenuating circumstances a SKYPargedcw -21.08ingi

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.

Summary of Application Procedures

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

School Psychology Ph.D. Applied Behavior Analysis Emphasis

COURSEWORK & PROGRAM REQUIREMENTS

Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all doctoral students. Your Plan of Study should be submitted to the Graduate School early in your program and no later than the end of your second semester of enrollment.

2. After your approved Plan of Study has been submitted to the Graduate School, any changes must be requested in writing from your program advisor to the Graduate School. A memorandum from your advisor approving the modifications (deletions or substitutions only) rather than a new Plan of Study form is recommended. If you choose to submit a new Plan of Study, the changes must be clearly identified.

3. If your Plan of Study is not submitted on the approved Plan of Study form, the format used must contain all of the elements of this form including **student number, mailing address, transfer credits, 12- hour research core, research tools or collateral field (if applicable) and total credits.**
Minimum credit requirement for a doctoral degree is 64 semester hours (if student has a master's degree) and 94 semester hours (if student does not have a master's degree).

4. Please do not duplicate course work listed in one section of the form by listing it in another. If you do list a course twice, note that it has been previously listed.

5. Completion of degree requirements will be checked at the time of graduation against the original approved Plan of Study (or as amended). All course work on the approved Plan of Study constitutes your degree requirements.

6. The Graduate School requires the signature of the student, the program advisor, and one additional School Psychology faculty member on the Plan of Study form.

7. Please provide a copy of your Plan of Study to your program advisor and keep one for your k(e)-1.6y333( )10.9.2(qui)-4

PLAN OF STUDY
Department of School Psychology
Ph.D. in School Psychology

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

REQUIRED COURSEWORK: 127-128 semester hours

School Psychology Core – 18 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 628	Concepts and Principles of Applied Behavior Analysis	3
APCE 640	School-based Psychological Consultation	3
APCE 667	Crisis Intervention in the Schools	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 757	Interventions for Severe & Low-Incidence Disabilities	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 681 Practicum in Consultation (3)
APCE 694 Practicum in Couples and Family Therapy (4)
APCE 778 Clinical Neuropsychology Practicum (3)

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

Internship Core – 8 semester hours		
Course Prefix	**Course Name**	**Credit Hours**

APCE 789

PLAN OF STUDY
Department of School Psychology
Ph.D. in School Psychology: ABA Emphasis

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

REQUIRED COURSEWORK: 134-135 semester hours

School Psychology Core – 12 semester hours

Course Prefix	**Course Name**

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

Practicum Core – 16-17 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 618	Practicum in Child, Adolescent, & Family Interventions	5
APCE 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 681 Practicum in Consultation (3)
APCE 694 Practicum in Couples and Family Therapy (4)
APCE 778 Clinical Neuropsychology Practicum (3)

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

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

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

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

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

Timelines

There are many ways to successfully complete your doctoral program, the proposed timelines below outline the most typical sequence and assume full-

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	x Submit Plan of Study (POS) x Submit Annual Review x Research Benchmark: attend writing workshop, dissertation defenses, and	

- 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
- On

Sample Course Sequence (no prior coursework)
Ph.D. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal & Prof Foundations of School Psych (4)	APCE 625: Applied Developmental Science (3)	
APCE 670: Principles of Psychometrics & Assessment (3)	APCE 644: A	
APCE 682: Biological Bases of Behavior (3)		
SRM 602: Statistical Methods I (3)		
APCE 663 Research Apprenticeship (1)		
Total: 14 cr.		

APCE 779: Practicum in School Psychology (3) **Total: 12 cr.**	APCE 781: Evaluation of Psychological Services (3) APCE 776: Externship in School Psychology (1) **Total: 13 cr.**	**Total: 4 cr**
Year 4		
Fall	Spring	Summer
SRM 700: Advanced Research Methods (3) APCE Practicum Elective (3) APCE 797: Doctoral Proposal Research (4) **Total: 10 cr.**	APCE 799 Doctoral Dissertation (must register for a total of 12 cr., but these can be divided across semesters) **Total: 6 cr.**	
Year 5		
Fall	Spring	Summer
APCE 789: Internship in School Psychology (3) APCE 799: Doctoral Dissertation (2) **Total: 5 cr.**	APCE 789: Internship School Psychology (3) APCE 799: Doctoral Dissertation (3) **Total: 6 cr.**	APCE 789: Internship in School Psychology (2) APCE 799: Doctoral Dissertation (1) **Total: 3 cr.**

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

Year 1		
Fall	Spring	Summer
APCE 628: Concepts & Principles of Applied Behavior Analysis (3) APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3) APCE 682: Biological Bases of Behavior (3)** PSY 590: Seminar in History & Systems (3)** APCE 663 Research Apprenticeship (1) **Total: 13 cr.**	APCE 747: Psychological Aspe(l)6.8 A013.1(Pw1.8.2(3)6.3(E4-1.4(67(4 (	

	Severe & Low Incidence Disabilities (3) APCE 799 Doctoral Dissertation (3) (must register for a total of 12 cr., but these can be divided across semesters)	
Total: 13 cr.	**Total: 13 cr.**	**Total: 5 cr.**
Year 4		
Fall	Spring	Summer
APCE 789: Internship in School Psychology (3) APCE 799: Doctoral Dissertation		

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Online Coursework

The majority of our coursework is delivered through face-to-face instruction. However, there are several classes that are completely online (APCE 655, 670, ABA coursework) and three other courses that are hybrids or partially online (APCE 737, 758, and 646). Students are expected to have a computer or access to a computer for these courses. Additionally, some instructors use WIMBA or SKYPE technology for class meetings, therefore students are expected to have camera capabilities for their computers. A reasonable camera can be purchased for about $30 and the cost of a computer usually ranges from $500-$1000.

Student Entering with Advanced Coursework 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 many of our first year courses are shared between the Ed.S. and Ph.D. programs (e.g., APCE 763, APCE 638, APCE 670, APCE 640, APCE 644, APCE 747, APCE 737, and APCE 758), students entering from our Ed.S. program will have completed 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 .9(i)-2.6(r)8.Pl(i)-2.6(n)]p08u.6(s w)6.6(i)8.3(t)(s.)2( )1[(w)6c Tw -17.391 -1.152 Td [(p)0i10.6((h)2

CREDIT REQUIREMENTS

Prerequisite Coursework	Semester Completed	Initial If Waived
Abnormal Psychology		
REQUIRED COURSEWORK		
School Psychology Core--18 semester hours		
APCE 628 Concepts & Principles of Applied Behavior Analysis (3)		
APCE 640 School-Based Consultation (3)		
APCE 667 Crisis Interventions in the Schools (3)		
APCE 670 Principles of Psychometrics & Assessment (3)		
APCE 747 Psychological Aspects of Academic Programming & Intervention (3)		
APCE 757 Interventions for Severe & Low-Incidence Disabilities (3)		
Foundations in Psychology – 28 semester hours		
Biological Bases of Behavior (3)		
APCE 682 Biological Bases of Behavior (3)		

APCE 781 Evaluation of Psychological Services (3)		
Research elective as approved by advisor (3)		
Assessment Core – 13 semester hours		

APCE 644 Assessment I: Cognitive & Academic Functioning (5)

they will receive a 1 on their annual review indicating that concerns are present and they must meet with their faculty advisor to develop a specific plan of action related to research.

Year 1 &2 Rationale: We believe it is important for our graduates to build a foundation in a wide range of research and evaluation methodologies that are consistent with the nature of school psychology

instrumentation, and procedures. This document does not need to be the final research plan; it is intended to ensure that dissertation planning proceeds in a timely manner following the comprehensive exams.

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

Rationale: The goals of the third year are twofold. First, students' fluency in reading and incorporating literature continues to be shaped. Second, students are instructed and supported in the application of that fluency through their writing of a pre-proposal, and critiquing of an article during the oral comprehensive exam. This third year builds progressively on the prior two by consolidating and focusing the statistical, research, and literature- based experience gained during the first two years.

Years 4 and 5:

During their fourth year, students are expected to successfully propose their dissertation research. They]TJ 0 1ire1.7( )

Annual Student Review

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

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

Name	**Date**
Bear #	**Email address**
Address	**Phone #**

Please provide the **dates** on which you completed the following:

- Date Plan of Study Filed with Graduate School:
- Semester Written Comprehensive Exams Passed:
- Date NCSP Exam Passed Score
- Semester Oral Exam Passed:
- Date Proposal Defended: Date Dissertation Defended:
- School Psychology practicum:

  Date started: Name of school:
  Name of school district: Name of supervisor:

School Psychology Externship

- Semester(s) taken:
- Location of Externship(s):
- Name of supervisor:

School Psychology Internship

- Type of internship applied for (school-based, APPIC):
- Name of school of site:
- Name of supervisor:
- Date started: Date Completed:
- Amount of salary:
- If you applied for an APPIC internship,
  - Did you match?
  - Is site APA-accredited?
  - Please record the hours as noted on the APPIC application for:
    - Intervention and assessment:
    - Support hours:
    - Supervision hours:

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

During the year, were you a member of a professional or research society?

Membership Numbers:
APA Membership Number:
NASP Membership Number:
CSSP (yes or no, no membership number required):

- Number of workshops, oral presentations, and/or poster presentations at professional meetings in which you were an author or co-author:
- Number of books, book chapters, and/or articles in peer reviewed professional/scientific journals in which you were an author or co-author:

During the year, were you:

- Involved in grant-supported research?
- Involved in other types of research?
- Involved in teaching at the college level (includes TA)?
- Involved in a leadership role or activities in a professional organization?

During the year did you:

- **Receive an Assistantship**?

  If yes, where did you complete the assistantship (e.g., Department of School Psychology, Disability Support Services, Center for Human Enrichment, School of Psychological Sciences)?
  If yes, how many hours per week did you work?
  If yes, what was your total stipend (excluding tuition)?

- **Receive a Fellowship?**

  If yes, what was the amount of your award?

- **Receive a tuition waiver unrelated to an assistantship or fellowship?**

  If yes, what was the amount of the waiver?
  If yes, what was the nature of the waiver (i.e., for what did you receive the waiver?

- **Present on a psychological topic to a lay or community audience?**

Personal/Professional Development (max 2 typed pages total):

1. Describe three significant areas of your personal/professional development in which you have grown during this year.

2. From the feedback you have received from faculty, course work, and peer supervisors, which has been the most challenging to you? How have you used this feedback?

3. Describe three personal/professional goals for yourself this year.

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 file at your

Programs in School Psychology Annual Student Review Feedback Form

STUDENT'S NAME: _____ PROGRAM: PH.D. ____ ED. S. ____
PROGRAM ADVISOR: _____ SEMESTER: _____ 20____

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

Professional Dispositions	Below Expectations	Meets Expectations	Above Expectations
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3

COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

Comprehensive Exam Policies

1) Written and oral comprehensives consist of three distinct components that have separate deadlines and procedures. It is important that students read the guidelines for each component carefully and adhere to

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 on Thursday and 9am to 1pm on Friday. This written exam consists of five comprehensive questions related to program objectives. You2/p2(l)-2.6(l)-2.6(y)12.9(,)-4.6(v)10 queries

Study Guide Written Comprehensive Exams

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

GOAL 3: COMPREHENSIVE ASSESSMENT, BOTH FORMAL AND INFORMAL

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

GOAL 4: DIRECT PSYCHOLOGICAL SERVICES

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

GOAL 5: CULTURALLY COMPETENT LEGAL, ETHICAL AND PROFESSIONAL PRACTICE

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

- Minimizing cultural, linguistic, and socioeconomic bias in assessment
- Cross-cultural variables that impact the assessment of psychopathology
- Acculturation
- Theories of multicultural counseling, theories of identity development, and multicultural competencies
- Understanding of the terms: cultural self-awareness, cultural social justice, advocacy, and conflict resolution
- Strategies for eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- Effects of racism (including institutional), discrimination, sexism, power, privilege, and oppression
- Advocacy and public policy as related to multicultural issues
- Historical and current political climate regarding immigration, poverty, and welfare
- Biases of commonly used diagnostic tools with multicultural populations
- Cultural, ethical, economic, legal, and political issues surrounding diverspoelelel,1.7(o)10q, a, ar0.9(p)2(B(c)-1.7( )10.ndi)

Scoring Rubric of Ph.D. Written Comprehensive Exams

ID # of student: _____ RATER_____

Rating Scale Guidelines

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

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

Additional Comments:

Oral Comprehensive Examination

1. Students are responsible for scheduling their oral comprehensive examinations after the 7th week of the semester during which

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

Quantitative Research Critique Guide (for Orals preparation)

1. Do the authors provide a good justification for the need to conduct the study? i.e., will the results have apparent practical or theoretical importance? Or will the study address some limitation or weakness in prior research?

2. Is the problem addressed by the study stated clearly? Or is it difficult to determine exactly what the purpose of the study is?

3. Does the review of literature seem comprehensive and up to date?

4. Do the authors critically evaluate the studies in their review of literature? Do they point out flaws and limitations in the prior research? Or do they merely list previous research?

5. Do the authors connect the literature to the current study? For example, do they use the literature to establish their research questions, hypotheses, target groups, variables, etc.?

6. Are there explicitly stated research hypotheses or does the reader have to infer what the hypotheses might be?

7. In the methods section are the subjects clearly described? Do the authors provide sufficient information about the subjects that you have a good understanding of the population being represeni.ith(u)2(a)(t)-4.6.6(a)aninino

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

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 diD 12 >>BDC -1.63 -1.141 Td (2))Tj /TT2 1 T /TT2

Dissertation Completion Guidelines

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., 6-7) for your committee to sign. If the revisions are more substantial, the signatures of one or more committee members may be withheld until all revisions are complete. In those instances, it is recommended that the student summarize the changes that have been incorporated into the revised proposal to assist the committee in identifying and locating the changes that have been made. It is also possible if there are substantial problems with the dissertation that the student's project will not be supported and his or her program will be terminated.

11) Once all revisions are made and have been approved by the research advisor (and other committee members as appropriate), students should submit ONE Copy of the Dissertation and the

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

Legal Status of Students in Field Placements. Students are required to obtain liability insurance before their first school-based practicum (typically APCE 779). This can be obtained through NASP (

UNC Field Experience

SCHOOL PSYCHOLOGY FIELD EXPERIENCE LOG (Ph.D.)

Name _____Week _____

Supervisor's Signature _____

Course ‘ ‘ ‘

Domain	

Student: _____ Date: _____
Check one: Midterm Evaluation _____ Final Evaluation: _____
Supervisor: _____ Site: _____
Please check all that apply: ‘ 6WDWH 'HS RI (G /LFHQVH &HUWLILFDWLRQ
‘ 1&63 ‘ 6WDWH '25$ /LFHQVH OLFHQVHG SV\F

Goals/Competencies	Rating
Goal 1: Student demonstrated a broad and general understanding of the theoretical and conceptual foundations of psychology.	**1 2 3 4 N/A**
Demonstrated knowledge of the theories and relevant research underlying the biological, cognitive, affective, and social bases of behavior.	**1 2 3 4 N/A**
Applied understanding of these bases of behavior to improve social, emotional, behavioral, and educational outcomes.	**1 2 3 4 N/A**

Comments

Goals/Competencies	Rating
Goal 5: Student was prepared to engage in culturally competent legal, ethical, and professional practice.	

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

1. Areas of strength or competency:

2. Areas for growth or additional training.

I certify that I have read the evaluation.

_____ _____
Practicum Student's Signature Date

_____ _____
Site Supervisor's Signature Date

_____ _____
University Supervisor's Signature Date

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

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

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

Students are strongly encouraged to pursue APA-accredited internships. These internships have met the highest standards for the quality of the experience and level of supervision. An APA-accredited internship is 2000 hours, and there are multiple sites across the country that accept and/or prefer School Psychology candidates. Students are able to appg.rvi(e)11.2(.5(i)-2.6(t)8.3(es12.9ep(fun)10.9(t)-4.6(r)-e)11.p)2(g(hi)6.2(

number of different sites without filling out several applications. The second strategy is to review the

is successfully defended and filed with the Graduate School. **Please note: You will not be able to add APCE 789: School Psychology Internship after the add/drop date in any given semester; plan accordingly in terms of your dissertation proposal defense!**

May 2003
Rev. September 2005

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

In addition, APPIC conducted a survey in 2011 regarding applicants' previous training and experience, as well as other information. Results regarding the entire pool of applicants can be seen at http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part1.aspx and results regarding those who matched in Phase I can be seen at http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part2.aspx and at http://www.appic.org/Match/MatchStatistics/ApplicantSurvey2011Part3.aspx.

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

Applying for the internship. In preparation for the internship, students should att.3( )]TJien0 Tw 15.68(e)-37

professional development. (See intern agreement form later in this Handbook.) Students who pursue an APA-accredited internship will work under the contract generated at their sites.

x

- Field Supervisors will provide at least two hours of individual, face-to-face supervision per week exce/TT0 Td (TJ 0.002(r)-pl-1.66)10Td [(ex)wen2.043 0 Td [(s)5.e su

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

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 t(n)2(o)12.9at(nn7(t)-4.6(u-4.6(u-4.6(u-4.6(24.6(n3.4(i(n)2(o]Td ( )T) u- 98pn u-4.6 Tw

Financial Aid During Internship. Some student loans require at least half-time enrollment to qualify for deferment of payments and/or interest. Because internship is typically only 2 credits per semester during internship, you may need to contact your lender to request deferment or forbearance (your lender will make the final decision about whether to grant your request). More information can be

Ph.D. Clearance Form for School Psychology Internship

STUDENT NAME: _____

University of Northern Colorado
School Psychology Internship Agreement:
FOR THE 2015-16 ACADEMIC YEAR

_____
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)

Additionally, the intern will be expected to attend monthly university

Goal 2: School psychology interns are able to implement systemic and consultative interventions
Competencies

Goal 4: School psychology interns are able to skillfully provide psychological services.
Competencies
Demonstrate knowledge and skill in identifying individuals with

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

	physical, social, linguistic, cultural)	limited understanding.	linguistic, cultural)
Intervention, 3.1	The link between the problem analysis, selected interventions, and observable, measurable goal statements is not present or unclear.		

		informal manner.	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,	It is not clear that all	All legal and ethical	All legal and ethical

5.1	legal and ethical guidelines were

Appendices

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

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

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

Student Concerns of Treatment by Faculty

All faculty in the Department of School Psychology are obligated to follow the ethical principles of the American Psychological Association (APA). Additionally, the Dean of Students provides comprehensive coverage of the policies relating to student rights. If a student experiences conflict with a faculty member, we first recommend an informal process that is reflected in the following steps. (A complete listing of the steps is available on the Dean of Students website at http://www.unco.edu/dos/communityStandards/policies/resolving_student-fm 3omm 2(n)2(t)-2.6(3(m 2(li)6.2(c.h_s)-2.3(t

Student Academic Appeals Process

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

- Arbitrary, capricious: No discernible relationship between the act or decision complained of and the legitimate interests or considerations affecting or motivating such act or decision; i.e., disparate treatment of persons in essentially identical circumstances.

- Violations of policy: Encompasses misinterpretations, misapplication or violations of authorized University policies.

Before initiating these procedures, or between any of the appeals steps outlined below, students may, and are encouraged to seek advice from their academic advisor. It is the responsibility of the student to initiate the appeals procedure at each level: faculty member, school director or director's designee, dean of the college, Graduate Appeals Officer, and the Academic Appeals Board. If the student fails to pursue the matter in the manner provided in this policy, after the conference with the appropriate individual identified above, the original academic decision will be final. The following procedures reflect an abbreviated outline of the steps of the academic appeals process (see complete policy at http://www.unco.edu/dos/academicConcerns/academicAppealProcedure.html)

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

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

Step 2. If the student does not believe that the initial conference with the instructor has resolved

UNC Discrimination & Sexual Harassment Policy

The following information is from the UNC Student Handbook. For the entire current policy and procedures, please see: http://www.unco.edu/dos/communityStandards/policies/discrimination.html

Non-Discrimination Policy

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

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

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

x Purpose– these procedures are designed for the investigation and review of comasor9(ev)1.002 Tw 1.174

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.

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

- 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.

Committee that support the recommendation for dismissal from the training program.

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.