



**SCHOOL OF  
EDUCATION**

*University of North Carolina Chapel Hill*  
**Ph.D. in School Psychology**  
**2021 Cohort**

***PROGRAM OF STUDIES PLANNING FORM***

|  |  |
|--|--|
| <b>Student's Name</b>                    |  |
| <b>Semester &amp; Year of Enrollment</b> | <i>Fall 2021</i>   |
| <b>Initial Academic Advisor</b>          |  |
| <b>Anticipated Plan (Circle One)</b>     | <i>Standard (4-yr Plan)</i><br><i>Advanced (5-yr Plan),</i><br><i>Accelerated (3-yr Plan; Program Approval Required)</i> |
| <b>Dissertation:</b> <i>Chair</i>        |  |
| <i>Advisor (if separate)</i>             |  |
| <i>Reader #1</i>                         |  |
| <i>Reader #2</i>                         |  |
| <i>Reader #3</i>                         |  |
| <i>Reader #4</i>                         |  |

| Doctoral Milestone  | Date Planned | Date Completed | Submitted to Task Stream on this Date: |
|---|--------------|----------------|--|
| <b>Written Comprehensive Examination</b><br><i>(Passed prior to Oral Exam)</i>          |              |                |  |
| <b>Oral Comprehensive Examination</b><br><i>(Passed prior to Dissertation Proposal)</i> |              |                |  |
| <b>PRAXIS School Psychology Exam</b>  |              |                |  |
| <b>Dissertation Proposal</b><br><i>(Completed prior to Internship)</i>                  |              |                |  |
| <b>Dissertation Defense</b>   |              |                |  |
| <b>Internship</b>   |              |                |  |
| <b>Apply for Graduation</b>   |              |                |  |

## **CURRICULUM:**

The Ph.D. in School Psychology is an APA accredited program that leads to eligibility for licensure as a psychologist in North Carolina, as well as most other states. Students who intend to work in other states should check the licensure requirements in those states. This program is also approved by NASP and the NC Department of Public Instruction for doctoral level licensure for school psychology. As a result, the Program is responsive to multiple sets of requirements consisting of sequenced and cumulative training experiences across years of training. The Program of Studies timeline illustrates a typical four-year (Standard Plan), five -year (Advanced Plan) as well as a three-year plan (Accelerated Plan) for students in advanced standing. Most students will follow the four-year plan, while a few students may be permitted to complete the three-year plan with the approval of the program faculty. Typically, these students on the Accelerated Plan (three-year plan) have earned a master's degree in School Psychology. To meet APA accreditation requirements, the program of studies has been designed to include the following: content in the breadth of psychology, including foundations in the biological aspects of behavior; cognitive/affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and data analysis. In addition, the POS meets requirements of the APA Implementing Regulation revisions as of January 2017. The POS must include coursework in the science/methods/and theories of practice including individual differences in behavior; human development; dysfunctional behavior/psychopathology; and professional standards. Knowledge and skills are required in assessment and diagnosis; effective intervention; consultation; evaluating the efficacy of interventions; and supervision. Additionally, content on cultural and individual diversity relevant to the above are expected in the curriculum issues of cultural and individual diversity that are relevant to the above are integrated in the curriculum, and expected attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving are to be included. The Program of Studies meets the NASP standards, including the set of 10 training domains. All students are required to be full-time each semester they are enrolled.

## **COMPLETING YOUR POS:**

Students should complete this form with their academic advisor at the beginning of their first semester of enrollment and update with their advisor each academic year. Students should list all courses to be taken or already completed at UNC-CH or at other institutions that will be part of their doctoral program of studies. Under special circumstances, alternatives to required courses may be given with academic advisor approval upon a review of the alternative course syllabus. When substituting a course for a required course, list the title of the substitute as well as the course number, and obtain advisor approval for the substitution.

## **APPROVED COURSES:**

Approved Courses are listed online under the resources section of the program's website. These course offerings will be updated periodically. Confirmation by the advisor is needed to take a course not currently listed on the "approved course list."

[http://soe.unc.edu/academics/phd\\_schpsyc/program\\_forms.php](http://soe.unc.edu/academics/phd_schpsyc/program_forms.php)

## **REGISTERING FOR DISSERTATION AND INTERNSHIP:**

- **Dissertation:** A minimum of 6 total credit hours of doctoral dissertation is required for graduation. Students must be registered for dissertation during the semesters they formally propose and defend. This is a non-variable credit course. Each time a student is registered for dissertation it will always be 3 credit hours. As registration for dissertation credit any semester confers "full-time status" for that semester students should register for this course during the entirety of the internship.
- **Internship:** Internship credits do not confer full-time status by themselves. Given that students are required to be full-time in each semester they are enrolled, they are also required to be registered for dissertation. A minimum of 6 total credit hours of doctoral internship over the course of a 10 or 12-month internship is required for graduation. For example, 12 month internships may be as follows: 1 credit (2<sup>nd</sup> summer), 2 credits (fall), 2 credits (spring) and 1 credit (1<sup>st</sup> summer). A 10-month internship may be as follows: 3 credits (fall), 2 credits (spring) and 1 credit (1<sup>st</sup> summer).

## **TRANSFER CREDIT:**

In order to transfer course credit from another university to count towards credit as Discipline-Specific Knowledge (Category 2) or Research Methods, Statistical Analysis, and Psychometrics (Category 4), students must first receive approval from their advisor, then submit the appropriate documentation to the Student Affairs Office. The following steps outline how to submit a course transfer review request to the advisor:

1. Print out the document accessible from the following link: (This document is also found on the UNC SOE website)
2. Complete the form describing how mastery of content of the area was acquired (some examples include quizzes, tests and exams; course papers; response to readings; course discussions; journaling; etc.)
3. Submit the form, along with the course syllabus, to the advisor for review.

After the advisor has approved a course for transfer credit (following the previously described steps), the student should complete the following steps to officially transfer the courses(s) onto the UNC transcript. This policy is for transferring graduate work from institutions other than UNC. Steps are as follows:

1. Print out the document accessible from the following link: (This document is also found on the UNC SOE website under "Student Affairs") [http://soe.unc.edu/services/student\\_affairs/forms/graduate/transfer\\_rec.pdf](http://soe.unc.edu/services/student_affairs/forms/graduate/transfer_rec.pdf)
2. List only the courses with advisor approval on the POS as fulfilling a requirement. Make sure to include any courses that were approved by the advisor taken online or at another university or at UNC.
3. With completion of this document, submit it to the Office of the Assistant Dean for Student Affairs.

## APA Discipline-Specific Knowledge

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research.

### Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

### Category 2: Basic Content Areas in Scientific Psychology

- **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

### Category 3: Advanced Integrative Knowledge in Scientific Psychology

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

### Category 4: Research Methods, Statistical Analysis, and Psychometrics

- **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- **Statistical Analysis**, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
- **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

| <i>Content Area</i>   | <i>Course Number</i>                 | <i>Course Title</i>   | <i>Semester</i>  | <i>Year</i> | <i>University</i> | <i>Grade</i> | <i>Submitted Syllabus (if NOT a core SP Course) with Cover Page</i> | <i>Academic Advisor's Initials</i> |
|---|--------------------------------------|---|--|-------------|-------------------|--------------|---|------------------------------------|
| <b>APA C-7 D. Category 1: HISTORY &amp; SYSTEMS OF PSYCHOLOGY</b>                       |                                      |   |  |             |                   |              |   |                                    |
| <b>History and Systems of Psychology</b>  | Cross-Course Embedded                | History and Systems of Psychology Competencies  | Date of Theorist Paper Submission: _____<br>Date of History of School Psychology Paper Submission: _____ |             |                   |              |   |                                    |
| <b>APA C-7 D. Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY</b>              |                                      |   |  |             |                   |              |   |                                    |
| <b>Biological Aspects of Behavior</b>   | EDUC 763                             | Biological Bases of Children's Development (offered every other year)   | TBD  |             |                   |              |   |                                    |
| <b>Cognitive Aspects of Behavior</b>  |                                      |   |  |             |                   |              |   |                                    |
| <b>Affective Aspects of Behavior</b>  | Cross-Course Embedded                | Affective Aspects of Behavior Competencies  |  |             |                   |              |   |                                    |
| <b>Social Aspects of Behavior</b>   |                                      |   |  |             |                   |              |   |                                    |
| <b>Developmental Aspects of Behavior</b>  | EDUC 762                             | Child Development & Disability ( <i>This course can fulfill "Dysfunction" OR "Development" but not both; offered every other year</i> ) | Spring   | 2022        |                   |              |   |                                    |
| <b>APA C-7 D. Category 4: RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS</b> |                                      |   |  |             |                   |              |   |                                    |
| <b>Research Methods</b>   | EDUC 824                             | Fundamentals of Educational Research  | Fall   | 2021        |                   |              |   |                                    |
| <b>Statistical Analysis</b>   | EDUC 710                             | Statistical Analysis of Educational Data I  | Fall   | 2021        |                   |              |   |                                    |
|   | EDUC 784                             | Statistical Analysis of Educational Data II   | Spring   | 2022        |                   |              |   |                                    |
|   | Advanced Statistical/Research Course | Advanced Statistical Analysis / Research Course   |  |             |                   |              |   |                                    |
| <b>Psychometrics</b>  | EDUC 829                             | Applied Measurement Theory for Education  |  |             |                   |              |   |                                    |
| <b>APA C-8D. I. RESEARCH</b>  |                                      |   |  |             |                   |              |   |                                    |
| <b>Doctoral Dissertation</b>  | EDUC 994                             | Doctoral Dissertation: <i>Proposal</i> (Must be completed PRIOR to Internship)  |  |             | UNC               |              |   |                                    |
| <b>Doctoral Dissertation</b>  | EDUC 994                             | Doctoral Dissertation: <i>Defense</i>   |  |             | UNC               |              |   |                                    |

| <i>Content Area</i>  | <i>Course Number</i> | <i>Course Title</i>  | <i>Semester</i> | <i>Year</i> | <i>University</i> | <i>Grade</i> | <i>Submitted Syllabus (if NOT a core SP Course) with Cover Page</i> | <i>Academic Advisor's Initials</i> |
|--|----------------------|--|-----------------|-------------|-------------------|--------------|---|------------------------------------|
| <b>FIELD EXPERIENCE &amp; APA C-8D. II. ETHICAL AND LEGAL STANDARDS</b>                |                      |  |                 |             |                   |              |   |                                    |
| <b>Field Experience &amp; Ethical and Legal Standards</b>                              | EDUC 720 A           | School Psychology Professional Doctoral Seminar  | Fall            | 2021        | UNC               |              |   |                                    |
|  | EDUC 720 B           | School Psychology Professional Doctoral Seminar  | Spring          | 2022        | UNC               |              |   |                                    |
|  | EDUC 721 A           | School Psychology Externship   | Fall            | 2021        | UNC               |              |   |                                    |
|  | EDUC 721 B           | School Psychology Externship   | Spring          | 2022        | UNC               |              |   |                                    |
|  | EDUC 821 A           | School Psychology Externship & Professional Seminar  | Fall            | 2022        | UNC               |              |   |                                    |
|  | EDUC 821 B           | School Psychology Externship & Professional Seminar  | Spring          | 2023        | UNC               |              |   |                                    |
|  | EDUC 821 A           | School Psychology Externship   | Fall            | 2023        | UNC               |              |   |                                    |
|  | EDUC 821 B           | School Psychology Externship   | Spring          | 2024        | UNC               |              |   |                                    |
|  | EDUC 822             | School Psychology Internship   | Fall            | 2024        | UNC               |              |   |                                    |
|  | EDUC 822             | School Psychology Internship   | Spring          | 2025        | UNC               |              |   |                                    |
| <b>APA C-8D. III. INDIVIDUAL AND CULTURAL DIVERSITY</b>                                |                      |  |                 |             |                   |              |   |                                    |
| <b>Individual &amp; Cultural Diversity</b>   | *                    | *See approved Foundations list   |                 |             |                   |              |   |                                    |
| <b>APA C-8D. VII. INTERVENTION &amp; APA C-8D. VI. ASSESSMENT</b>                      |                      |  |                 |             |                   |              |   |                                    |
| <b>Intervention &amp; Assessment</b>   | EDUC 718             | School Psychology Intervention & Assessment  | Fall            | 2021        |                   |              |   |                                    |
|  | EDUC 719             | School Psychology Intervention & Assessment  | Spring          | 2022        |                   |              |   |                                    |
|  | EDUC 818             | School Psychology Intervention & Assessment  | Fall            | 2022        |                   |              |   |                                    |
|  | EDUC 819             | School Psychology Intervention & Assessment  | Spring          | 2023        |                   |              |   |                                    |
| <b>Individual Counseling</b>   |                      |  |                 |             |                   |              |   |                                    |
| <b>Dysfunctional Behavior/Abnormal Psychology / Individual Differences Psychology:</b> | EDUC 762             | Child Development & Disability <i>(This course can fulfill "Dysfunction" OR "Development" but not both; offered every other year.)</i> | Spring          | 2022        |                   |              |   |                                    |

**UNC School Psychology**  
**Standard Plan (4-Year Program) Doctoral**  
**Program Planning Guide**

|  | <i>Year 1 FALL</i>   | <i>Year 1 SPRING</i>   | <i>Year 2 FALL</i>  | <i>Year 2 SPRING</i>   | <i>Year 3 FALL</i>  | <i>Year 3 SPRING</i>                 | <i>Year 4 FALL</i>                   | <i>Year 4 SPRING</i>                 |
|--|--|--|---|--|---|--------------------------------------|--------------------------------------|--------------------------------------|
| <i>SEMINAR / FIELD EXPERIENCE CORE</i> | <i>EDUC 720 (3)<br/>EDUC 721 (3)<br/>Professional Seminar / Externship</i> | <i>EDUC 720(3)<br/>EDUC 721(3)<br/>Professional Seminar / Externship</i>   | <i>EDUC 821<br/>Professional Seminar / Externship (3)</i>   | <i>EDUC 821<br/>Professional Seminar / Externship (3)</i>    | <i>EDUC 821<br/>Externship (3)</i>                            | <i>EDUC 821<br/>Externship (3)</i>   | <i>EDUC 822<br/>Internship (3)</i>   | <i>EDUC 822<br/>Internship (3)</i>   |
| <i>SCHOOL PSYCHOLOGY CORE</i>          | <i>EDUC 718<br/>Advanced Intervention /Assessment I (3)</i>                | <i>EDUC 719<br/>Advanced Intervention / Assessment II (3)</i>              | <i>EDUC 818<br/>Advanced Intervention /Assessment III (3)</i>                                     | <i>EDUC 819<br/>Advanced Intervention /Assessment IV (3)</i> |   |                                      |                                      |                                      |
| <i>RESEARCH CORE</i>                   | <i>Stats I<br/>EDUC 710 (3)</i>  | <i>EDUC 784<br/>Statistics II(3)<br/><br/>EDUC 829<br/>Measurement (3)</i> | <i>EDUC 884<br/>Statistics III (3)<br/>OR<br/>Advanced Research / Statistical Analysis Course</i> | <i>Foundation Course (3)</i>                                 | <i>EDUC 994<br/>Dissertation (3)</i>                          | <i>EDUC 994<br/>Dissertation (3)</i> | <i>EDUC 994<br/>Dissertation (3)</i> | <i>EDUC 994<br/>Dissertation (3)</i> |
| <i>FOUNDATIONS CORE</i>                | <i>EDUC 824<br/>Fund. of Educ. Research (3)</i>                            | <i>Foundation Course (3)</i>   | <i>Foundation Course (3)</i>  | <i>Foundation Course (3)</i>                                 | <i>Foundation Course (3)</i>                                  | <i>Foundation Course (3)</i>         |                                      |                                      |
| <i>Hours</i>                           | <i>Total Hours:<br/>12 to 15</i>   | <i>Total Hours:<br/>15 to 18</i>   | <i>Total Hours:<br/>12</i>  | <i>Total Hours:<br/>12</i>                                   | <i>Total Hours:<br/>Variable</i>                              | <i>Total Hours:<br/>Variable</i>     | <i>Total Hours:<br/>6</i>            | <i>Total Hours:<br/>6</i>            |
| <i>Activities</i>                      | <i>Research Project Involvement</i>  | <i>Research Project Involvement</i>  | <i>Research Project Involvement</i>   | <i>Research Project Involvement</i>                          | <i>Comp Exam, PRAXIS Exam, &amp; Applying for Internships</i> | <i>Dissertation Proposal</i>         |                                      | <i>Dissertation Defense</i>          |

**UNC School Psychology  
Advanced Plan (5-Year Program)  
Doctoral Program Planning Guide**

|   | <i>Year 1<br/>FALL</i>   | <i>Year 1<br/>SPRING</i>  | <i>Year 2<br/>FALL</i>  | <i>Year 2<br/>SPRING</i>  | <i>Year 3<br/>FALL</i>  | <i>Year 3<br/>SPRING</i>  | <i>Year 4<br/>FALL</i>                   | <i>Year 4<br/>SPRING</i>                 | <i>Year 5<br/>FALL</i>                   | <i>Year 5<br/>SPRING</i>                 |
|---|--|---|---|---|---|---|--|--|--|--|
| <i>SEMINAR/<br/>FIELD<br/>EXPERIENCE<br/>CORE</i> | <i>EDUC<br/>720 (3)<br/><br/>EDUC<br/>721(3)<br/>Professional<br/>Seminar /<br/>Externship</i> | <i>EDUC<br/>720 (3)<br/><br/>EDUC<br/>721 (3)<br/>Professional<br/>Seminar /<br/>Externship</i> | <i>EDUC<br/>821<br/>Professional<br/>Seminar /<br/>Externship<br/>(3)</i> | <i>EDUC<br/>821<br/>Professional<br/>Seminar /<br/>Externship<br/>(3)</i> | <i>EDUC 821<br/>Externship<br/>(3)</i>  | <i>EDUC 821<br/>Externship<br/>(3)</i>  | <i>EDUC 821<br/>Externship<br/>(3)</i>   | <i>EDUC 821<br/>Externship<br/>(3)</i>   | <i>EDUC 822<br/>Internship<br/>(3)</i>   | <i>EDUC 822<br/>Internship<br/>(3)</i>   |
| <i>SCHOOL<br/>PSYCHOLOGY<br/>CORE</i>             | <i>EDUC<br/>718<br/>Adv.Int.<br/>&amp; Ass. I<br/>(3)</i>                                      | <i>EDUC<br/>719<br/>Adv.Int.<br/>&amp; Ass. II<br/>(3)</i>                                      | <i>EDUC<br/>818<br/>Adv.Int.<br/>&amp; Ass. III<br/>(3)</i>               | <i>EDUC<br/>819<br/>Adv.Int.<br/>&amp; Ass. IV<br/>(3)</i>                |   |   |  |  |  |  |
| <i>RESEARCH CORE</i>                              | <i>Stats I EDUC<br/>710<br/>(3)</i>  | <i>EDUC 784<br/>Statistics II(3)<br/><br/>EDUC 829<br/>Measurement<br/>(3)</i>                  | <i>EDUC 884<br/>Statistics<br/>III (3)</i>                                | <i>Foundation<br/>Course<br/>(3)</i>                                      | <i>Advanced<br/>Research /<br/>Statistical<br/>Analysis<br/>Course<br/><br/>EDUC 994<br/>Dissertation<br/>(3)</i> | <i>Advanced<br/>Research /<br/>Statistical<br/>Analysis<br/>Course<br/><br/>EDUC 994<br/>Dissertation<br/>(3)</i> | <i>EDUC 994<br/>Dissertation<br/>(3)</i> | <i>EDUC 994<br/>Dissertation<br/>(3)</i> | <i>EDUC 994<br/>Dissertation<br/>(3)</i> | <i>EDUC 994<br/>Dissertation<br/>(3)</i> |
| <i>FOUNDATIONS CORE</i>                           | <i>EDUC<br/>824<br/>Fund. of<br/>Educ.<br/>Research<br/>(3)</i>                                | <i>Foundation<br/>Course (3)</i>  | <i>Foundation<br/>Course (3)</i>  | <i>Foundation<br/>Course (3)</i>  | <i>Foundation<br/>Course (3)</i>  | <i>Foundation<br/>Course (3)</i>  |  |  |  |  |
| <i>Hours</i>                                      | <i>Total<br/>Hours:<br/>12 to 15</i>   | <i>Total<br/>Hours:<br/>15 to 18</i>  | <i>Total<br/>Hours: 12</i>  | <i>Total<br/>Hours: 12</i>  | <i>Total<br/>Hours:<br/>Variable</i>  | <i>Total<br/>Hours:<br/>Variable</i>  | <i>Total<br/>Hours:<br/>Variable</i>     | <i>Total<br/>Hours:<br/>Variable</i>     | <i>Total<br/>Hours: 6</i>                | <i>Total<br/>Hours: 6</i>                |
| <i>Activities</i>                                 | <i>Research<br/>Project<br/>Involvement</i>  | <i>Research<br/>Project<br/>Involvement</i>   | <i>Research<br/>Project<br/>Involvement</i>                               | <i>Research<br/>Project<br/>Involvement</i>                               | <i>Comp<br/>Exam,<br/>PRAXIS&amp;<br/>Exam</i>  |   | <i>Applying for<br/>Internships</i>      | <i>Dissertation<br/>Proposal</i>         |  | <i>Dissertation<br/>Defense</i>          |

## UNC School Psychology Accelerated Plan (3-Year Program) Doctoral Program Planning Guide

*The Accelerated Plan is designed for students with advanced standing and experience.*

*In order to complete this program you are required to gain program approval.*

|                                      | Year 1 FALL   | Year 1 SPRING  | Year 2 FALL  | Year 2 SPRING   | Year 3 FALL                          | Year 3 SPRING                        |
|--------------------------------------|---|--|--|---|--------------------------------------|--------------------------------------|
| SEMINAR/<br>FIELD<br>EXPERIENCE CORE | <i>EDUC 720 (3)<br/>EDUC 721 (3)<br/>Professional<br/>Seminar /<br/>Externship</i>        | <i>EDUC 720 (3)<br/>EDUC 721 (3)<br/>Professional<br/>Seminar /<br/>Externship</i> | <i>EDUC 821<br/>Professional<br/>Seminar /<br/>Externship (3)</i>  | <i>EDUC 821<br/>Professional<br/>Seminar /<br/>Externship (3)</i> | <i>EDUC 822<br/>Internship (3)</i>   | <i>EDUC 822<br/>Internship (3)</i>   |
| SCHOOL<br>PSYCHOLOGY CORE            | <i>EDUC 718<br/>Intervention /<br/>Assessment I<br/>(3)</i>                               | <i>EDUC 719<br/>Intervention /<br/>Assessment II<br/>(3)</i>                       | <i>EDUC 818<br/>Intervention /<br/>Assessment III (3)</i>  | <i>EDUC 819<br/>Intervention /<br/>Assessment IV (3)</i>          |                                      |                                      |
| RESEARCH CORE                        | <i>Stats I EDUC 710<br/>(3)</i>   | <i>EDUC 784<br/>Statistics II (3)<br/><br/>EDUC 829<br/>Measurement<br/>(3)</i>    | <i>EDUC 884 Statistics<br/>III (3) OR<br/>Advanced Research<br/>/Statistical Analysis<br/>Course (w/ advisor<br/>approval)</i> | <i>Foundation Course<br/>(3)</i>                                  | <i>EDUC 994<br/>Dissertation (3)</i> | <i>EDUC 994<br/>Dissertation (3)</i> |
| FOUNDATIONS CORE                     | <i>EDUC 824<br/>Fund. of Educ.<br/>Research (3))<br/>OR<br/>Foundation Course<br/>(3)</i> | <i>Foundation Course<br/>(3)</i>   | <i>Foundation Course<br/>(3)</i>   | <i>Foundation Course<br/>(3)</i>                                  |                                      |                                      |
| Hours                                | <i>Total Hours:<br/>15</i>  | <i>Total Hours:<br/>15</i>   | <i>Total Hours:<br/>Variable</i>   | <i>Total Hours:<br/>Variable</i>                                  | <i>Total Hours: 6</i>                | <i>Total Hours: 6</i>                |
| Activities                           | <i>Research Project<br/>Involvement</i>   | <i>Research Project<br/>Involvement</i>  | <i>Comp Examination,<br/>PRAXIS Exam, &amp;<br/>Applying for<br/>Internship</i>  | <i>Dissertation Proposal</i>                                      |                                      | <i>Dissertation Defense</i>          |