



**SCHOOL OF
EDUCATION**

University of North Carolina Chapel Hill
Ph.D. in School Psychology
2019 Cohort

PROGRAM OF STUDIES PLANNING FORM

Student's Name	
Semester & Year of Enrollment	<i>Fall 2019</i>
Initial Academic Advisor	
Anticipated Track (Circle One)	<i>Track 1 (4 years)</i> <i>Track 2 – Program Approval Required</i>
Dissertation: Chair	
<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:
Written Comprehensive Examination			
Oral Comprehensive Examination			
PRAXIS School Psychology Exam			
Dissertation Proposal <i>(Completed prior to Internship)</i>			
Dissertation Defense			
Internship			
Apply for Graduation			

CURRICULUM:

The Ph.D. in School Psychology is an APA accredited program that leads to licensure as a psychologist in North Carolina, as well as most other states. Students who intend to live in other states should check the licensure requirements in those states if intending to work in another state. 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. We have developed an integrated plan that provides for a sequenced and cumulative training experience across your years in the Program. The Program of Studies timeline illustrates a typical four-year plan (Track 1) as well as a three-year plan (Track 2) 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 Track 2 (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, please list the title of the substitute as well as the course number, and have your advisor initial this substitution.

APPROVED COURSES:

Approved Courses are listed online under the resources section of the program's website. These course offerings will be updated periodically. Please confirm with your advisor if you plan to take a course not currently listed on the "approved course list."

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. Anytime a student is registered for dissertation credit this will count as "full-time status." You will take this course during the entirety of your internship. Again, this course alone confers fulltime status.
- **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 (2nd summer), 2 credits (fall), 2 credits (spring) and 1 credit (1st summer). A 10-month internship may be as follows: 3 credits (fall), 2 credits (spring) and 1 credit (1st 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), you must first receive approval from your advisor, then submit the appropriate documentation to the Student Affairs Office. The following steps outline how to submit a course transfer review request to your 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 your advisor for review.

After your advisor has approved a course for transfer credit (following the previously described steps), you will complete the following steps in order to officially transfer the courses(s) onto your 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
2. List only the courses which your advisor accepted on your POS as fulfilling a requirement. Make sure that you also include any courses that were approved by your advisor that you took online or at another university during your time here at UNC.
3. After you've completed this document, please submit it to Dean Bryan in the Student Affairs Office.

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>
APA C-7 D. Category 1: HISTORY & SYSTEMS OF PSYCHOLOGY								
History and Systems of Psychology	Cross-Course Embedded	History and Systems of Psychology Competencies	Date of Theorist Paper Submission: _____ Date of History of School Psychology Paper Submission: _____					
APA C-7 D. Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY								
Biological Aspects of Behavior	EDUC 763	Biological Bases of Children's Development						
Cognitive Aspects of Behavior								
Affective Aspects of Behavior	Cross-Course Embedded	Affective Aspects of Behavior Competencies						
Social Aspects of Behavior								
Developmental Aspects of Behavior	EDUC 762	Child Development & Disability (<i>This course can fulfill "Dysfunction" OR "Development" but not both.</i>)						
APA C-7 D. Category 4: RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS								
Research Methods	EDUC 709	Applied Investigations	Fall					
Statistical Analysis	EDUC 710	Statistical Analysis of Educational Data I	Fall					
	EDUC 784	Statistical Analysis of Educational Data II	Spring					
	Advanced Statistical/ Research Course	Advanced Statistical Analysis / Research Course						
Psychometrics	EDUC 829	Applied Measurement Theory for Education						
APA C-8D. I. RESEARCH								
Doctoral Dissertation	EDUC 994	Doctoral Dissertation: <i>Proposal</i> (<i>Must be completed PRIOR to Internship</i>)			UNC			
Doctoral Dissertation	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>
FIELD EXPERIENCE & APA C-8D. II. ETHICAL AND LEGAL STANDARDS								
Field Experience & Ethical and Legal Standards	EDUC 721 A	School Psychology Externship & Professional Seminar	Fall	2019	UNC			
	EDUC 721 B	School Psychology Externship & Professional Seminar	Spring	2020	UNC			
	EDUC 821 A	School Psychology Externship & Professional Seminar	Fall	2020	UNC			
	EDUC 821 B	School Psychology Externship & Professional Seminar	Spring	2021	UNC			
	EDUC 821 A	School Psychology Externship	Fall	2021	UNC			
	EDUC 821 B	School Psychology Externship	Spring	2022	UNC			
	EDUC 822	School Psychology Internship	Fall	2022	UNC			
	EDUC 822	School Psychology Internship	Spring	2023	UNC			
APA C-8D. III. INDIVIDUAL AND CULTURAL DIVERSITY								
Individual & Cultural Diversity	EDUC 739	Global Child: Development and Education	Fall					
APA C-8D. VII. INTERVENTION & APA C-8D. VI. ASSESSMENT								
Intervention & Assessment	EDUC 718	School Psychology Intervention & Assessment	Fall	2019				
	EDUC 719	School Psychology Intervention & Assessment	Spring	2020				
	EDUC 818	School Psychology Intervention & Assessment	Fall	2020				
	EDUC 819	School Psychology Intervention & Assessment	Spring	2021				
Individual Counseling								
Dysfunctional Behavior/Abnormal Psychology / Individual Differences Psychology:	EDUC 762	Child Development & Disability <i>(This course can fulfill "Dysfunction" OR "Development" but not both.)</i>						

UNC School Psychology
TRACK 1 (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 721 Professional Seminar / Externship (3)</i>	<i>EDUC 721 Professional Seminar / Externship (3)</i>	<i>EDUC 821 Professional Seminar / Externship (3)</i>	<i>EDUC 821 Professional Seminar / Externship (3)</i>	<i>EDUC 821 Externship (3)</i>	<i>EDUC 821 Externship (3)</i>	<i>EDUC 822 Internship (3)</i>	<i>EDUC 822 Internship (3)</i>
<i>SCHOOL PSYCHOLOGY CORE</i>	<i>EDUC 718 Advanced Intervention /Assessment I (3)</i>	<i>EDUC 719 Advanced Intervention / Assessment II (3)</i>	<i>EDUC 818 Advanced Intervention /Assessment III (3)</i>	<i>EDUC 819 Advanced Intervention /Assessment IV (3)</i>				
<i>RESEARCH CORE</i>	<i>Stats I EDUC 710 (3)</i>	<i>EDUC 784 Statistics II (3) EDUC 829 Measurement (3)</i>	<i>EDUC 884 Statistics III (3) OR Advanced Research / Statistical Analysis Course (w/ advisor approval)</i>	<i>Foundation Course (3)</i>	<i>EDUC 994 Dissertation (3)</i>	<i>EDUC 994 Dissertation (3)</i>	<i>EDUC 994 Dissertation (3)</i>	<i>EDUC 994 Dissertation (3)</i>
<i>FOUNDATIONS CORE</i>	<i>EDUC 709 Applied Investigation (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: 12</i>	<i>Total Hours: 12 to 15</i>	<i>Total Hours: 12</i>	<i>Total Hours: 12</i>	<i>Total Hours: Variable</i>	<i>Total Hours: Variable</i>	<i>Total Hours: 6</i>	<i>Total Hours: 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, & Applying for Internships</i>	<i>Dissertation Proposal</i>	<i>Dissertation Defense</i>	

UNC School Psychology
TRACK 2 (3-Year Program) Doctoral Program Planning Guide

Track 2 is designed for students with advanced standing and experience.

In order to complete your program on Track 2 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 / FIELD EXPERIENCE CORE	<i>EDUC 721 Professional Seminar / Externship (3)</i>	<i>EDUC 721 Professional Seminar / Externship (3)</i>	<i>EDUC 821 Professional Seminar / Externship (3)</i>	<i>EDUC 821 Professional Seminar / Externship (3)</i>	<i>EDUC 822 Internship (3)</i>	<i>EDUC 822 Internship (3)</i>
SCHOOL PSYCHOLOGY CORE	<i>EDUC 718 Intervention / Assessment I (3)</i>	<i>EDUC 719 Intervention / Assessment II (3)</i>	<i>EDUC 818 Intervention / Assessment III (3)</i>	<i>EDUC 819 Intervention / Assessment IV (3)</i>		
RESEARCH CORE	<i>Stats I EDUC 710 (3)</i>	<i>EDUC 784 Statistics II (3) EDUC 829 Measurement (3)</i>	<i>EDUC 884 Statistics III (3) OR Advanced Research /Statistical Analysis Course (w/ advisor approval)</i>	<i>Foundation Course (3)</i>	<i>EDUC 994 Dissertation (3)</i>	<i>EDUC 994 Dissertation (3)</i>
FOUNDATIONS CORE	<i>EDUC 709 Applied Investigation (3) OR Foundation Course (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>		
Hours	<i>Total Hours: 12 - 15</i>	<i>Total Hours: 12 - 15</i>	<i>Total Hours: Variable</i>	<i>Total Hours: Variable</i>	<i>Total Hours: 6</i>	<i>Total Hours: 6</i>
Activities	<i>Research Project Involvement</i>	<i>Research Project Involvement</i>	<i>Comp Examination, PRAXIS Exam, & Applying for Internship</i>	<i>Dissertation Proposal</i>		<i>Dissertation Defense</i>