UNC

SCHOOL OF
EDUCATION

The University of North Carolina
at Chapel Hill

School Psychology
Ph.D. Program

Handbook for the 2018 Cohort

The School Psychology Doctoral Program
The University of North Carolina at Chapel Hill

VI. Appendices and Web Links
All Appendix PDFs are here: https://ed.unc.edu/2018_sp_handbook_appendices/

A. Application Information & Admissions Procedures:
https://ed.unc.edu/academics/programs/school-psychology/how-to-apply-deadlines/

B. Doctoral Program of Studies Planning (Also see Handbook p. 39)

C. Approved Foundation Courses

D. Doctoral Time Line Guide (Also see Handbook p. 45)

E. School Psychology Program Questionnaire:

F. Dissertation Meeting Checklist (Also see Handbook p. 49)

G. UNC Graduate School Explanation of Grades: http://handbook.unc.edu/grading.html

H. Doctoral Internship Planning Form (Also see Handbook p. 51)

I. School Psychology Doctoral Advanced Extern Evaluation form

J. School Psychology Doctoral Intern Evaluation form

<u>**I. School Psychology Program Overview**</u>

Residing on the UNC Chapel Hill campus and within the School of Education, the School Psychology Program builds upon the mission of both the University and the School of Education. The UNC Doctoral Program is accredited by the **American Psychological Association** (Commission on Accreditation; 750 First Street, NE Washington, DC 20002; (202 336-5979) (http://www.apa.org) and approved by the **National Association of School Psychologists** (http://www.nasponline.org). The program is also accredited by the NC Department of Public Instruction.

A. University of North Carolina– Chapel Hill Mission

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich our culture.

Relevant to the School Psychology Program are the following University expectations:

- acquire, discover, preserve, synthesize, and transmit knowledge;
- provide graduate and professional programs of national distinction at the doctoral and other advanced levels;
- extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life of all people in the state; and
- address as appropriate, regional, national, and international needs.

B. School of Education - Preparing Leaders in Education

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students. The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

C. School of Education Conceptual Framework

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

- Candidates possess the necessary content knowledge to support and enhance student development and learning.
- Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
- Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
- Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities.

Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

- ☐ Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
- ☐ Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

D. School Psychology Program Theoretical Approach

The program is committed to a **scientist-practitioner** model of doctoral training which has served to guide program development over the past five decades. A problem solving approach is followed in which assessment and evaluation are used as a means to select prevention and intervention procedures and determine their effectiveness. The scientist-practitioner training model helps to ensure that such preparation includes grounding in empirical research, evidenced-based practice, and data-based decision making, as well as knowledge and skills relevant to the profession.

The program awards the PhD to individuals preparing for careers in both academic/research and practice settings. This training model helps the Program ensure that graduates are prepared to conduct research and evaluation on psychologically significant issues and to conduct their practice consistent with evidenced-based practice and data-driven decision making.

E. Program Mission, Goals and Objectives

In accordance with the School of Education's vision of preparing leaders the program's mission is to prepare psychologists to assume leadership positions within the context of their practice. We define leadership as having the knowledge, skills, and disposition to promote and sustain needed change in positive developmental settings. The program is designed for students with prior graduate training in psychology and/or education who seek to expand their professional capacity to positively impact the development of children and youth within the context of schools and other systems.

Expectations for Graduates:

The Program prepares school psychologists to practice and lead in a wide range of professional settings, including preschools, elementary and secondary schools, colleges and universities, hospital and clinic settings, and state and government agencies. Graduates serve in a variety of roles, including school psychologists, university faculty and trainers, researchers, administrators, and mental health consultants.

The Program prepares students for work with individuals, groups, and systems, and for direct and indirect service delivery. Individuals are prepared at the doctoral level. Graduates of the program qualify for licensure at the educational specialist level and meet the licensure requirements of the North Carolina Board of Professional Psychology as well as requirements for practice at the doctoral level in the public schools. Students are eligible for national certification as a school psychologist (NCSP, applicants must have at least 600 hours of supervised internship in the schools.) Consistent with program goals and objectives, the faculty expects that all doctoral graduates will obtain the appropriate credentials as practicing psychologist as well as licensure when appropriate.

The UNC School Psychology Program goals, objectives, and experiences have been reviewed by the APA as part of their examination of the program's accreditation reviews and are inclusive of the NASP domains for the education and preparation of school psychologists at the educational specialist level. They are also consistent with the principles and dispositions guiding degree programs within the UNC School of Education. They are reflected in the knowledge and skills within the program and are assessed through a variety of formats. In Section IV, detailed information is presented on program evaluation and student evaluation procedures.

The following five goals address the broad and specific areas of knowledge, skills, and professional dispositions and attitudes expected of all students.

Goal 1: To prepare students who demonstrate knowledge and skills in the science and practice of school psychology using a problem solving model in assessment, intervention, consultation, and evaluation activities, and who demonstrate competence in working with diverse individuals and populations in multiple environments to promote positive development and academic and social competence.

Objectives:

- Students will demonstrate knowledge in the foundations of psychology as evidenced by satisfactory performance in requisite courses and comprehensive examinations.
- Students will demonstrate knowledge of the scientist-practitioner model of professional training as evidenced by satisfactory performance in requisite courses, field-based applications, and research investigations.
- Students will demonstrate knowledge, application and evaluation of the problem-solving model as evidenced by satisfactory performance in requisite courses and field-based applications.
- Students will demonstrate knowledge, application and evaluation of assessments in the areas of emotional, social, behavioral, cognitive/intellectual, adaptive and academic performance, as evidenced by satisfactory performance in requisite courses and field-based applications..
- Students will demonstrate knowledge, application and evaluation of interventions for emotional, social, behavioral, cognitive/intellectual, adaptive and academic domains as evidenced by satisfactory performance in requisite courses, and field-based applications.
- Students will demonstrate knowledge and use of evaluation for accountability purposes as evidenced by satisfactory performance in requisite courses, and field practice.
- Students will demonstrate knowledge of research designs and skill in designing and conducting research on topics requisite to school psychology as evidenced by satisfactory performance in requisite courses, and research investigations.
- Students will demonstrate knowledge and application of cultural and individual diversity in providing services to children and youth as evidenced by satisfactory performance in requisite courses, and field-based applications.

Goal 2: To prepare students who demonstrate knowledge and skills in a comprehensive systems approach to professional practice and research, with an emphasis on the development and implementation of prevention and intervention programs for children and youth.

Objectives:

- Students will demonstrate knowledge of family, schools, health, and other community systems, and their implications for the practice of school psychology as evidenced by satisfactory performance in requisite courses and field-based applications.
- Students will demonstrate knowledge, application and evaluation of prevention and intervention models and procedures and proficiency in their use as evidenced by satisfactory performance in requisite courses, field-based applications, and research investigations.
- Students will demonstrate knowledge and skills in systems consultation and implementation coaching as evidenced by satisfactory performance in requisite courses, and field-based applications.
- Students will develop problem theory and logic models that will guide the development of prevention and intervention approaches as evidenced by satisfactory performance in requisite courses, and field-based applications.
- Students will demonstrate knowledge and skill in development, implementation and evaluation of innovations as evidenced by satisfactory performance in requisite courses and filed-based applications.
- Students will demonstrate knowledge and skills in the stages of prevention and intervention research and design as evidenced by satisfactory performance in requisite courses and field- based applications.

Goal 3: To prepare students who demonstrate knowledge and skills in the development and implementation of prevention programs.

Objectives:

- Students will demonstrate knowledge and skills in the stages of intervention research and design as evidenced in satisfactory completion of assignments.
- Students will develop a problem theory and logic model that will guide the development of a new intervention as evidenced by satisfactory completion of assignments.
- Students will create an intervention manual that follows intervention research protocols as evidenced by satisfactory completion of assignments.
- Students will demonstrate knowledge of the components and stages of innovation implementation as evidenced by successful completion of course assignments.
- Students will demonstrate knowledge and skill in developing an implementation plan for an innovation as evidenced by successful completion of course assignments.

☐ Students will demonstrate knowledge and skills in systems consultation and implementation coaching as evidenced by course-assignment completion.

Goal 4: To prepare students who demonstrate knowledge and skills in the application of professional and ethical standards, best practices, and legal and legislative mandates.

Objectives:

☐ Students will demonstrate knowledge and use of ethical standards in psychology as evidenced by satisfactory performance in requisite courses, field-based applications, and research investigations.

☐ Students will demonstrate knowledge and use of legal and legislative mandates in the practice of psychology as evidenced by satisfactory performance in requisite courses, field- based applications, and research investigations.

Goal 5: To prepare students who demonstrate professional dispositions including respect for others, integrity, responsibility, initiative, and reliability, and who demonstrate strong written and oral communication skills essential to establish collaborative professional roles and relationships and provide effective psychological services.

Objectives:

- Students will demonstrate professional relationship skills including respect for others, integrity, reliability, and responsibility as evidenced by satisfactory performance in requisite courses and field-based applications.
- Students will demonstrate written and oral communication skills in academic and field settings, and will demonstrate competence with the use of technology as evidenced by satisfactory performance in requisite courses, and field-based applications.
- Demonstrate knowledge of supervisory models, ethics, practices and skill in their use.

F. Faculty

The UNC School Psychology faculty includes four full time faculty, and adjunct affiliated faculty devoted to the preparation of school psychologists.

Core Faculty

Steve Knotek, Ph.D.
School Psychology Program Coordinator
Associate Professor
Fellow, FPG Child Development Institute
sknotek@email.unc.edu
http://soe.unc.edu/fac_research/profile/knotek.php
Research interests: Consultation, intervention research, non-cognitive factors in development, developmentally positive environments, youth and sports.

Rune J. Simeonsson, Ph.D., MSPH
Professor of School Psychology and Special Education
Fellow, FPG Child Development Institute
rjsimeon@email.unc.edu
http://soe.unc.edu/fac_research/profile/simeonsson.php
Research interests: development and disability, primary prevention, developmental assessment and evaluation

Sandra Evarrs, Ph.D.
Clinical Assistant Professor
evarrs@email.unc.edu
http://soe.unc.edu/fac_research/profile/evarrs.php
Research interests: Autism, Asperger's Syndrome, developmental disabilities, psychoeducational assessments, special education, ethics and law, and child development

Marissa Marraccini, Ph.D.
Assistant Professor
mmarracc@email.unc.edu
http://soe.unc.edu/fac_research/profile/marraccini.php
Research interests: Suicide Assessment Research and Prevention; Application of academic and social context to inform hospital intervention for adolescents; Supporting high-risk adolescents; and Research methodology.

Supporting Faculty

Stephen R. Hooper, Ph.D.
Associate Dean, Professor and Chair Department of Allied Health Sciences UNC-CH
stephen_hooper@med.unc.edu

Desiree Murray, Ph.D.
Scientist
Associate Director for Research
Frank Porter Graham Child Development Institute
desiree.murray@unc.edu
919-843-8085

Laura Klinger, Ph.D.
Executive Director, TEACCH
 Autism Program Associate Professor
UNC Department of Psychiatry
Laura_klinger@med.unc.edu
919-966-8183

School of Education Faculty Teaching Required or Elective Courses

The following School of Education faculty frequently teaches required or elective courses outside the core school psychology courses. These faculty and others in the School of Education provide valuable support to students in the program through teaching and research opportunities.

Gregory Cizek, Ph.D. - Measurement
Jill Hamm, Ph.D. - Development
Dana Griffin, Ph.D. - Multicultural Counseling
Jeffrey Greene, Ph.D. – Cognition
Sherick Hughes, Ph.D. – Mixed Methods
Lora Cohen-Vogel, Ph.D. – Policy and Program Evaluation
Keith Sawyer, Ph.D. – Cognition and Learning

Faculty in Psychology, Social Work, and Public Health

Faculty in Psychology, Social Work, and Public Health also teach courses appropriate for foundations or electives. Additional information is available on their department or school website. See listing of foundation courses later in this handbook.

G. Program Staff

> **Leigh A. Hutchison**
> *Administrative Specialist Adv.*
> *School Counseling and School Psychology*
> lhutchis@email.unc.edu
> 919-843-1904

> **Anne Bryan**
> *Assistant Dean for Student Affairs*
> abryan2@email.unc.edu
> 919-962-8693

H. Program History

Since 1966, the School Psychology Program at the University of North Carolina at Chapel Hill has prepared master's and doctoral-level professionals to deliver services to children, schools, and families. The Program began in 1966 when David Reilly was employed to begin a school psychology program in the School of Education. In 1967, John Brantley joined the faculty. Two years later Walter Pryzwansky and Barbara H. Wasik joined the faculty. In 1980, Rune Simeonsson joined the faculty. Each of these individuals has provided leadership to the program by serving as program chair and has contributed professionally at the state, national, and international levels. Steve Knotek joined the faculty in 2003. Sandra Evarrs joined the faculty in 2004 as a clinical faculty member. Marissa Marraccini joined the faculty in 2017. Adjunct faculty have supported the program by teaching required courses, supervising clinical experiences, and serving as dissertation advisors.

Additional information on the Program's alumni and its current students can be found on its website: http://soe.unc.edu/academics/phd_schpsyc/alumni.php; http://soe.unc.edu/academics/phd_schpsyc/current-students.php . In the fall of 2011 the program no longer accepted applications for the master's Program. In the fall of 2012 students were admitted to the doctoral program. In addition, information on the history and philosophy of the UNC School Psychology Program can be found in the following articles:

Pryzwansky, W. B., Brantley, J. C., Wasik, B. H., Schulte, A. C. & Simeonsson, R. J. (1989). School psychology training at the University of North Carolina – Chapel Hill. *Professional School Psychology, 4*, 115-125.

Wasik, B.H., Song, S., & Knotek, S. (2009). Preparing for Careers in School Psychology. In P. Giordano, S. Davis, & C. Licht (Eds.) *Turning your psychology degree into a career: Life after the PhD*. Wiley Blackwell

II. Courses, Field Experiences, Other Learning Opportunities and Registration Procedures

Numerous learning opportunities are available for School Psychology students. These not only include the program of studies for the doctoral program, but also other opportunities on the UNC campus. Students enrolled at UNC may also access graduate courses at Duke University and North Carolina State University through an intercampus agreement, paying tuition at the student's UNC rate.

A. Program Courses, Other Required Courses, and Foundation Options
In the appendices, information is provided on the courses required for the doctoral degree as well as choices for foundation and elective courses. Additional information about courses is located on the School of Education web pages and the Graduate School listing of courses: http://soe.unc.edu/academics/courses/; http://gradschool.unc.edu/academics/degreeprograms/

B. Externships and Internships
All students in the Program enroll in concurrent field-based externships during their program of studies. During the course of study, all field-based experiences before the internship are referred to as externships. Internship refers to the final capstone field experience that students complete during their last year of study.

All students during their first two – three years have a one or two day a week placement in a surrounding school system, policy level or clinical setting. Academic faculty supervisors are assigned to work with students each week in order to help the student integrate knowledge and skills related to the practice of School Psychology as a profession into their field settings. Each student is also supervised by a psychologist in the field placement who is designated as the student's mentor. Sites are chosen based on the quality of the training experiences for enrolled students. Detailed information on the first two years of externship experiences is provided on page 26 of the course syllabus for School Psychology Doctoral Externship / Seminar: EDUC 721 and EDUC 821.

Below is a list of some of the advanced doctoral externship placements students have attended in the past. Each academic year your faculty advisor / externship coordinator must approve your externship placement.

- Duke Family Psychosocial Treatment Clinic
- Duke ADHD Clinic
- Wake County Schools
- Durham County Schools
- Orange County Schools
- Guilford County Schools
- Chapel Hill Carrboro City Schools
- Alamance County Schools
- Carolina Institute for Developmental Disabilities
- Central Regional Hospital: Child and Adolescent Units
- Duke Center for Child and Family Health
- Whitaker Psychiatric Residential Treatment Facility
- UNC Department of Psychiatry Outpatient Child and Adolescent Treatment Clinic
- 3-C Institute for Social Development
- TEACCH (Treatment and Education of Autistic and Communication related handicapped Children)
- Murdoch Center for Developmental Disabilities
- Program on Childhood Trauma and Maltreatment UNC Department of Psychiatry
- UNC Hospitals Department of Psychiatry Inpatient Child and Adolescent Unit
- North Carolina Department of Public Instruction

Summer Advanced Externship

The School Psychology Program has a policy for externship field-based hours completed during the summer months (this includes any externship experience outside of the standard fall and spring semesters.) In order to confirm that your field service hours will qualify as "program sanctioned" hours you will need to follow the steps below:

This summer placement requires approval by the program prior to beginning training at the agency/school. Complete, sign, and submit the "Externship Agreement Document" prior to the last day of classes in the spring semester.

Register for a minimum one credit hour of Externship over the summer session. (You must be registered as a student during the summer in order to hold the title of "school psychology extern." If you do not register you are not considered a UNC student and will not be legally protected by the university or be associated with the University.)

IMPORTANT: If you are NOT registered for Externship credit, the hours that you complete over the summer will NOT be considered "program sanctioned hours" and will not be formally approved for inclusion when you apply for an internship.

Doctoral Internship

Doctoral students complete a full year (or two half years) internship during their final year of study. Students are encouraged to complete internships that provide supervised experiences in school settings, building upon the knowledge and skills gained in this school psychology program.
You are required to register for at least 6 credit hours of internship over the course of the internship year and these hours must be completed prior to being approved for graduation. These hours can be spread across the internship year and may vary from student to student. Most students will register for 3 hours in the fall semester, 2 in the spring semester, and 1 in the summer. Some students will register for 2 hours in the fall, 2 in the spring, and 1 each summer session. Should you register for 3 hours in the fall and 3 hours again the spring, but still have several weeks more in the summer, you will have to register again during the summer (even though you had registered for 6 hours during the academic year). Thus, you will be paying for more than 6 semester hours. You should carefully attend to your registration hours. The faculty is not able to influence any reduction in tuition payments, should you need to register for more than 6 semester hours. If your internship extends into the second summer session for more than 10 days, then you are to register for doctoral internship for both summer sessions. You can register for one hour during the first summer session and one hour during the second. Again, you must have no less than 6 hours of internship credit across the internship year.

Students on internship have the option of registering for 1-6 hours per semester. However, it is important for students on financial aid and scholarships to be aware that they must register for enough hours for UNC to be able to validate full-time status. Students must have a total of 6 internship credit hours for graduation

You are not required to attend an APA approved or APPIC approved internship site, though doing so may meet your career goals and your training objectives. Many of the UNC School Psychology students have attended APA and/or APPIC approved internships. Such settings have gone through professional reviews and thus meet high standards for internship training. Our students are competitive for internships that provide a strong match with our program goals and objectives. These may be internships that are school-based or linked with schools. Other closely matched internship sites are those in clinic or residential settings that serve children and youth with special needs.

 If you choose not to attend an APPIC or APA approved internship, your internship **must** meet the Council for Directors of School Psychology Programs (CDSPP) guidelines (located on the CDSPP website : http://www.cdspp.net, and included in the Doctoral Internship course syllabus). APA and APPIC approved internships meet these standards.
In the case that an internship extends beyond the last day of classes for a specific term, then that student's graduation can be scheduled no sooner than the next available term. For example, if a student's internship continues through the end of August, then the earliest that student could apply for graduation would be for the following December.

During your second year in the program, you will begin to identify sites that fit with your professional goals. You will also begin initial work related to your internship application, including reflection on short term and long term career goals, vitae preparation, review of internship sites within the UNC area, and sites described at the APPIC and Penn State websites. You will also prepare essays; one of which will be your conceptual framework.

During the summer between your 1st and 2nd years, you may choose to visit internship sites. You should also prepare a complete draft list of internship sites in which you are interested. This form can be found on the S.P. website titled "UNC S.P. Doctoral Internship Planning Form." At the beginning of the fall of your 2nd year, both group and individual advisement sessions are held on internships. During this time you will narrow your list of potential sites through discussions with your faculty adviser. You should hold these meetings within the first 2-3 weeks of classes during the year you will be applying. You and your adviser are to have a detailed discussion of your career goals and how any ideas you have about internship sites match these goals. Your adviser will indicate which sites he, or she supports, to which you may apply. It is possible the adviser and/or the program faculty will not approve a site, should it not be consistent with the overall goals and objectives of the program. For example, an internship focusing primarily upon adult populations and mental health issues would not be approved. You will then provide the Program Coordinator or the Director of Clinical Training with this list of sites for final program approval. All internship placements must be approved by the student's academic adviser, the program faculty, the Program Coordinator, and the Director of Clinical Training.

You are to provide to the program designated person (Director of Clinical Training or Program Chair) at least 30 days prior to any application deadline, the names of each site that have been approved for you to apply. This form will ask about specific features of the internship.

Full-Time Internships in School Psychology Meet Criteria for a Full-time Academic Workload

Statement by the National Association of School Psychologists (NASP) Graduate Education Committee and Trainers of School Psychologists {TSP)

November 9, 2016

This statement, fashioned after one developed by the Council of Chairs of Training Councils (CCTC) (2016) supports the position that full-time school psychology internships meet the criteria for a full-time academic workload, even though the number of academic credit hours assigned to such internships may vary by institution and program.

School psychology graduate programs that meet the National Association of School Psychologists (NASP) *Standards for Graduate Preparation of School Psychologists* (2010) require that specialist level candidates complete a minimum of a 1200 clock hour internship and doctoral students complete a minimum of a 1500 clock hour internship on a full-time basis for one academic year or half-time basis over two consecutive academic years. NASP also requires that the internship be completed for academic credit, but leaves it to each program and institution to determine how many academic credit hours may or should be granted for internship. However, NASP standards effectively allow up to 6 semester hours of internship to be counted toward the 60 minimum semester hours required for specialist level programs and up to 12 semester hours of credit for internship and any terminal doctoral project (e.g., dissertation) to count toward the 90 minimum semester hours required for doctoral programs (NASP, 2010). (Note that this does not prohibit programs that exceed the minimum credit hours for the respective degrees from requiring more credit hours for internship, or programs that meet the minimum credit hours for respective degrees without inclusion of internship hours

from requiring fewer internship credit hours). The American Psychological Association (APA, 2015) has requirements for accrediting internships and the Council of Directors of School Psychology Programs (CDSPP, 2012) has guidelines for doctoral level internships.

School psychology programs vary in both the number of academic credit hours required for internship and in the involvement of faculty in those internships. S me programs place interns in locations throughout the United States where site personnel provide most supervision and others place interns in local or regional sites and provide weekly supervision or seminars with faculty in addition to the field site supervision that interns receive. However, it should be noted that NASP *Standards for Graduate Preparation of School Psychologists* (2010) emphasize collaborative responsibilities of both the school psychology program and internship placement agency in ensuring that internship objectives are achieved and that interns attain competencies to begin effective practice as school psychologists. Further, NASP standards include requirements that both program faculty and field supervisors employ systematic formative and summative performance evaluation of interns.

It is recommended for a variety of reasons, including those related to accreditation and credentialing, documentation of faculty/university involvement, and professional liability that school psychology interns be enrolled in a course for academic credit during each semester of internship. The course title should clearly convey that it is an internship in psychology or school psychology. The number of credit hours required and the corresponding tuition should correspond with the support and services provided by the home university and program, and not simply with the number of credit hours needed by the intern to maintain full-time status and associated financial aid. As is suggested in the Council of Chairs of Training Councils (CCTC) 2016 statement, *Internships in Health Service Psychology Meet Criteria for a Full/time Academic Workload,* an institution or program may accomplish this goal by either requiring few credit hours for the internship but document that that the student is engaged in full-time academic work, or have students enroll in the number of academic credit hours needed to qualify for full-time status but provide a tuition grant or waiver that covers most or all tuition.

As is also cited in the CCTC (2016) statement, the academic workload of full-time interns is entirely consistent with the definition of "full-time student" provided in the U.S. Government Code of Federal Regulations 34-668.2 (Title 34, Subtitle B, Chapter VI, Part 668, Subpart A), as amended on October 30, 2015 (retrieved from: http://www.ecfr.gov/cgi- bin /tcxtidx?
SID=debbt7931b6bc4ac8d1d6f5cib4c97I6&mc=true&node=20151030y1.24):
"An enrolled student who is carrying a full-time academic workload, as determined by the institution, under a standard applicable to all students enrolled in a particular educational program. The student's workload may include any combination of courses, work, research, or special studies that the institution considers sufficient to classify the student as a full-time student."

The CCTC (2016) statement cites two key points in this definition:
"a) The home institution determines what constitutes a full-time academic workload, and
b) the workload can include the kinds of training activities (e.g., work, special studies) common to internships. Thus, home institutions are in full compliance with federal regulations when they classify health service psychology doctoral students who are on internship as full-time students."
The same would be true of specialist or doctoral level school psychology interns.

In summary, school psychology specialist and doctoral programs should have students enroll in internships for academic credit documented on institutional transcripts in an amount consistent with the support and services provided by the university and program, and not simply with the number of credit hours needed to maintain full-time status and associated financial aid. Institutions are in compliance when they classify full- time interns as "full-time" students regardless of the number of credit hours such interns are required to complete.

*Note: This statement was inspired by and fashioned after the Council of Chairs of Training Councils (CCTC) 2016 statement called *Internships in Health Service Psychology Meet Criteria for a Fulltime Academic Workload.*

References:

American Psychological Association (2015). *Standards of accreditation for health service psychology.* Retrieved from
https://www.apa. org/ed/accreditation/about/policies/standards-of-accreditation.pdf.

Council of Chairs of Training Councils (2016). *Internships in Health Service Psychology Meet Criteria for a Fulltime Academic Workload.* Author.

Council of Directors of School Psychology Programs (CDSPP). (2012). *Doctoral level internship guidelines.* Retrieved from hltps://sites .google.com/site/cdspphome/2012guidelines.

Doctoral Internship

The Program complies with APA's "**Criteria for Accreditation**," (http://www.apa.org/ed/accreditation.html) which requires that successful completion of the internship precede the granting of the doctoral degree. The internship for doctoral students extends beyond the time for May graduation. Therefore, doctoral students will graduate in August following their internship year, provided that all internship requirements and any other graduation requirements are met. See additional information under section II in this Handbook.

Applying for Doctoral Internships:

There are 3 ways you can apply for internships.

(1) You can apply through the APPIC process.
(2) You can seek an internship outside the UNC area, including outside the state, but the site must meet CDSPP guidelines, and you must ascertain that the guidelines are met before requesting that the faculty speak with the site.
(3) You can seek an internship within the UNC area. The site must meet CDSPP guidelines.

All students applying through APPIC must apply to at least 4 APA approved school system sites. To ensure that all students do not apply to the same sites, you may count only 2 of the following sites as part of your 4: Houston ISD, Dallas ISD, Nebraska Consortium, LAS*ISD, and Virginia Beach SD. You may apply to all of these, but you will need to apply to two additional sites, beyond these.

As a school psychology program, we believe very strongly that you are best prepared for school sites. You may still apply to other sites of your choice with program approval, but it is important that you have a strong match with the settings to which you apply, and your strongest match is with school settings.

If you are applying within a narrow geographic area, you will need faculty permission to apply to fewer than 4 APA approved school psychology internship sites, or to apply to non APA approved sites.

Logging Hours on your APPIC application Q & As

Q: How old can my experiences be? (2yrs, 4 yrs, 8 years ago?) - Can these be hours supervised during Masters level work? Can I count hours that were supervised when I was in a different academic program?

A: There is no expiration on supervised hours as long as they are in the context of an academic program in a master or doctoral degree. It is quite common for students in a doc program to count hours in a previously completed terminal master's program. The AAPI has a place to log hours separately from a terminal master's program.

Q: Can applicants submit hours they completed during their year-long Masters Internship if it was supervised?

A: Yes, those hours can be logged on the AAPI. If it was in the context of a separate terminal master's program, then that needs to be indicated on the AAPI. There is a separate category for terminal master's hours.

Q: The hours submitted MUST be supervised—is this correct? A:

Yes, only supervised hours can be counted on the AAPI.

(2) **Dissertation Proposals**: All students must have his or her dissertation proposal approved prior to beginning internship.

Please be aware that the forms to apply for an internship ask what the program requires related to your dissertation proposal and attending an internship.
The options to identify are
#1 requires the proposal prior to applying
#2 requires the proposal prior to accepting (usually by Feb 1)
#3 requires the proposal prior to attending
#4 requires the completed dissertation prior to applying
#5 requires the completed dissertation prior to accepting
#6 requires the completed dissertation prior to attending

The following recommendations are strongly made by the program faculty for doctoral students, given the highly competitive nature of internship selections.

1. Do not obtain any grades of L or lower in your course work.
2. Do not have a pattern of incompletes. The Program will not approve your submission if you have even one grade of incomplete that is outstanding by the time the Director of Clinical Training has to send in your verification form.
3. Make at least one professional presentation.

School Psychology Program
University of North Carolina at Chapel Hill
Guidelines and Requirements for the Doctoral Internship

The Program accepts APA and APPIC accreditation as providing evidence of a quality internship experience. Doctoral internships that are not approved by APA and/or APPIC must meet CDSPP guidelines. Refer to http://education.ucsb.edu/cdspp/. It is possible for the Program to waive a CDSPP requirement, but such a waiver is done under special circumstances. Students should work to meet as many expectations as possible. Remember that we report to APA whether your internship meets CDSPP requirements. Meeting these requirements will also help you with national certification in the future.

The Program makes the following modification to the CDSPP guidelines:
Item 2. Research activity may not exceed 20% of the internship time. Furthermore, dissertation research may not exceed 10% of the internship time. The UNC School Psychology Program will only approve up to four hours a week of research during internship.

The Program requirements for an internship that does not already have APA and/or APPIC approval, beyond those listed by CDSPP, are listed below.

- The internship must be of 12 months duration, and for 40 hours per week. The exception is a fulltime school-based internship that is for 10 or 11 months duration. A 9 month duration internship is not approved for any setting. If in a school half time, and in a different setting half time, the internship must be 12 months in duration, to be consistent with the APA requirement for nonschool-based internships. The internship must be 1600 hours, not just the 1500 required by CDSPP.
- The internship site must have at least two doctoral level psychologists on staff, and the supervising psychologist must be licensed for independent practice by the Regulatory Board of Psychology in that state to practice at the independent level. If in a school setting, the second doctoral level psychologist may be licensed by the appropriate state department agency for credentialing for a school position.
- The internship site must have at least one psychologist on site when the intern is providing services.
- The internship site must demonstrate that the activities are planned and sequenced and lead to practice at the independent practitioner level. The internship site must offer, at the minimum, doctoral level supervised experiences in each of the following: assessment, intervention, and consultation. The internship site must ensure that the topics of ethics, laws, and standards are addressed throughout the internship period. The internship site must ensure that the focus and purpose of training has the breadth and quality needed to ensure the intern gains competencies for independent practice of the profession. The internship site must identify for the Program the specific professional activities that it provides, using APA codes to do so (information for identifying the professional activities is provided to the agency by the Program) The internship site must provide for professional development activities, including but not limited to participation in ongoing

  staff sessions and ongoing staff professional development activities. Training activities with other interns must be arranged, if not provided within the agency.
- It is desirable for the intern to have opportunities to gain supervisory experience under supervision.
- The internship setting may provide up to 20% time for relevant research experience or opportunity, but not over 8 hours each week. Dissertation research may take up to 4 hours of this research time. Other time may be spent on applied research projects relevant to the needs of children, youth, schools, and/or families, with the time spent in activities appropriate at the doctoral internship level.
- At least 25% of the intern's time is to be in direct (face-to-face) psychological services to clients (includes children, youth, teachers, parents).

Information on how the internship site meets each of the CDSPP requirements is to be provided to the Program at least 2 weeks prior to the time any agreements are signed.

3 options for a fulltime internship:
1. Fulltime internship under the direction on one agency that meets the requirements specified.
2. Half time internship in a Program approved school setting and half time in a second Program approved setting, with the Program serving as the coordinating entity.
3. Two half time concurrent internships in different settings in which one is not a school setting are not approved.

Option for a half time internship: APA approves the option of a half time internship over two years, not to exceed a 24 month duration. The Program endorses such an arrangement, assuming other expectations are met.

Not Approved

Private practice settings that do not meet the above requirements are not approved. Private practice settings that will be considered for approval by the Program should have APA approval or APPIC approval for doctoral level internship training in professional psychology. Under limited circumstances, a site that is seeking APA or APPIC approval and has requirements in place will be considered for a placement.

Guidelines for internships in more than one setting:

We adhere to the APA goal that the internship experience should be an integrated experience. Consequently, we do not approve internships in multiple settings, with one exception. "Multiple settings" is not the same thing as rotations under the direction of one agency that is responsible for the internship. The Program will only approve an internship that takes place in two settings if one of the two settings is in a public or private school (not a residential school) and the school experience makes up 50% of the internship. In these circumstances, the School Psychology Program becomes the organizer and takes responsibility or ensuring all contracts are prepared and signed. In these situations, the intern must meet with the School Psychology Program Director of Clinical Training throughout the internship year experience for supervision, above and beyond supervision by onsite supervisors, so that the Program can ensure that goals and objectives are being met. The Program will only approve such an arrangement with agencies within close proximity of UNC.

Internship Application

The APPIC process has become extremely competitive. As a result, the Program has instituted several procedures and recommendations to enhance the placement of students on internships. Timelines, procedures, and recommendations are listed below.

Timeline:
Please note the Program Timeline Appendix.

Fall of Applications
1. A meeting is held during the first month of the fall semester to review the APPIC application procedures, to review the Program requirements, and to review program forms and procedures. A follow up meeting is held to discuss procedures and respond to questions by mid-semester. Attendance at these meetings is required for students who are planning to apply for an internship during the fall.

2. All information requested by the program must be provided by the established dates. This information includes all programs to which you are applying that have also been approved by your academic adviser.

3. The form used for this can be found online at: https://www.appic.org/

   Students who are able to relocate are generally more successful in locating APA/APPIC approved internships than those who restrict their locations.

Requirements regarding your internship application
Very carefully select the sites to which you will apply. Recognize the competitive nature of this process and include at least 5 sites that are not in the very top tier.
Required: apply to at least 4 APA approved school psychology sites. You are well prepared for these sites and you restrict your options for an internship by applying to sites for which you are less competitive and that do not match the program goals and conceptual framework and your training. To ensure that students apply to a variety of school sites, you must apply to at least 2 sites beyond those listed here: Dallas ISD, Houston ISD, Nebraska Consortium, Virginia Beach SD, Chicago Consortium and LAS*ISD.

Students who intend to remain in the UNC area and who do not match with an APA/APPIC approved internship site

may participate in the UNC School Psychology Internship Program. This internship program has been developed to ensure that students who either wish to or need to remain in the UNC area can have a quality internship experience. The internship site must meet a minimum set of CDSPP requirements, including all requirements regarding supervision. The site should also ensure that professional development activities are offered, and that the student may attend at least one state conference for professional training during the year. The program will help obtain opportunities for peer group supervision. Students in sites that do not provide extensive professional development and didactics will have prescribed activities by the program, including but not limited to attending workshops and presentations at NCSPA and NCPA, as well as other training in the state and nationally.

Students should carefully review the program documents concerning the UNC School Psychology Program Internship and follow all procedures. Students should not pursue any contacts until they have discussed options with the Director of Clinical Training. Once this discussion has taken place, students are expected to be active in reviewing sites, and looking for a match with their skills.
However, all interactions take place with the advice and consent of the Director of Clinical Training.

Note that the student cannot "arrange" for an internship site on his or her own. The Program and the internship agency/school develop the internship with input from the student. Contractual agreements are signed by all interested parties.

<div align="center">Licensure and Certifications</div>

Licensure for practice in the NC schools
Make sure you apply for your NC licensure through the School of Education. Do **not** do so outside this process, because NC DPI will believe you did not graduate from an approved program in the state of NC. Contact the credentialing coordinator in UNC SOE student services.

Licensure for practice in schools outside NC
You may find it advantageous to obtain licensure in NC prior to seeking licensure outside the state (not necessary, but often helpful). Send any forms the Program needs to complete to the Program Assistant. Make sure you include all the information that is specific to you (i.e., graduation date, locations of field work). Be sure to let us
know if the form is returned to you or to an agency. Please provide an addressed envelope if you are sending us a form to complete and return.

Apply for Licensure for independent practice in NC
See the sample letter at the end that the program submits on your behalf. You are to write to the Program Assistant to request that the letter be sent, and you are to provide your graduation date as well as any other information requested of you. The program mails the letter directly to NC Psychology Board.

Apply for Licensure for independent practice outside NC
Prepare all materials for the state where you are requesting licensure. Send to the Program Chair c/o Program Assistant, any information that the Program needs to document, complete, and/or sign. Again, include an addressed envelope for where we are to return the form.

Apply for National Certification as a School Psychologist.
Go to the NASP website and obtain the materials the program is to complete. Complete and send to the Program the section we need to complete. Make sure to include any information specific to you, including all relevant internship locations. This form is mailed back to you to be included with your materials.

You must have completed at least 600 hours in an official internship to obtain NCSP status. This internship must be identified on your transcript. If you entered the program with a master's in school psychology, and a completed master's internship, the university where this was completed should complete this information for you.

Processing Forms: The Program will work to process all forms received in any one week at one time. If your forms arrive during the summer, it may take two weeks to obtain the program signatures.

Letter requested by NC Psychology Board for Licensure at the Doctoral Level

Intern Report of Internship Site Characteristics
You will be asked to submit this information on more than one occasion. Keep an electronic copy to
make reporting easier. (1) At the end of the spring semester prior to your internship,
(2) updated in the fall of your internship, (3) updated at the end of your internship, to ensure all
information is accurate. You may submit by email attachment.

1.YourName:	2. Your supervisor
3.Titleofinternship:	4.Location: City and State:
4.Exactbeginning and ending dates(month, day, year) B: / / E: / /	
5.Agency/organization(i.e., Dallas School District; National Children's Hospital):	
6.Your placements, rotations, areas of focus (for program purposes):	
7.APA approved	____YES_____NO
8.APPICapproved	____YES_____NO
9. CDSPP guidelines met	____YES_____NO
10. Is your internship in a school setting?	____YES_____NO
11. If your internship was NOT in a school setting, did you provide any school-based services. If you did, and if you believe you meet NCSP requirements for 600 supervised internship hours in the school, attach a letter addressed to Program DCT, identifying the location and work, dates of supervised work, have your supervisor sign, and sign yourself and send to the Program DCT.	____YES____NO _____hours
12. Is your position funded?	___YES____NO
13. If your position is funded, please check the level. (We ask this to obtain information on intern support. This item is not reported to APA.)	___below$5000 ___$5000-$9,999 ___10,000-19,999 ___20,000-30,000 ___above$30,000
14. Is your internship a one year?	____YES_____NO
15. Is your internship a two year? If so, note years and months: (Y 1)_ (Y2)_	____YES_____NO

APAGS offers all its members enormous opportunities to enhance their development towards a career in psychology and to shape the future of the discipline. From at home access to research tools like PsycINFO, to opportunities to present your work at APA's annual conventions, membership in APA/APAGS will help you succeed in graduate school and develop as a member of the psychological community.

COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY DOCTORAL LEVEL INTERNSHIP GUIDELINES

(Approved by the Membership, May, 1998)

In the absence of special circumstances, an organized training program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Training Program in Psychology" used by the National Register to identify an acceptable internship or organized training program, one of the several requirements for listing in The National Register of Health Services Providers in Psychology.

1. A School Psychology internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experience. The internship is the culminating training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of all coursework leading to the degree. The primary focus and purpose is assuring breadth and quality of training. The School Psychology internship is designed to meet the needs of the graduate students and should provide an extension of education and supervised training from the university program. The internship must include a range of activities such as consultation, assessment, intervention, supervision, and research that are designed to meet the health and psychological needs of the clients.

2. The intern shall spend time in research activity which may include evaluating the outcomes of services delivered and the effectiveness of the intern's own training. This time shall not exceed 25% of the internship. The intern shall spend at least 25% of his or her time in direct (face-to- face) psychological services to clients or patients.

3. The internship agency has a written statement or brochure, which describes the goals and content of the internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Internship programs have documented due process procedures for interns, which are given to interns at the beginning of the training period.

5. Full-time internships may be completed in no less than 9 months; part-time internships may extend no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above.

6. Internship agencies are required to issue a certificate or "Official Statement" of psychology internship completion to all who have successfully completed the internship program.

7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology CDSPP Internship Guidelines to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% responsibility for the supervision provided. The psychological service unit providing the internship training has at least two psychologists on the staff.

8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor (described in #7 above) must provide at least one hour per week of supervision.

9. In addition to individual supervision (as described in #8 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending school board meetings (if the internship is in a school) or observing other units in delivery of health and/or child care services.

10. The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic areas or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

11. Reports by the intern to consumers, other agency or school personnel, or other relevant publics must be co-signed by the licensed psychologist supervisor for the intern.

12. The trainee has a title such as "intern," "resident," or other designation of trainee status.

C. Communication and Advisement

Academic Advisement
All students will be assigned an academic advisor at the time of enrollment. This faculty member will help you set up your program of studies, check on your prerequisites, help you determine foundation courses and electives, and discuss your immediate and long-term career goals. Your adviser can also discuss your research interests, teaching interests, or ways to become involved in ongoing projects related to your interests. Your adviser will also help you address such situations as the need to reduce your course load or take a medical leave of absence. Your adviser is also to keep the faculty informed of your progress on your Program of Studies. You are to meet with your academic adviser at the beginning of the semester of your first enrollment, then prior to pre-registration each fall and spring semester on an "as needed" basis. Please take initiative in setting an appointment.

First and Second Year Students:
Faculty members meet with students throughout the first and second years. Some of the meetings will be for advisement, others to address student specific topics. These meetings will be scheduled at the same time throughout the semester with the dates listed at the beginning of each semester on the School Psychology Calendar: http://soe.unc.edu/academics/phd_schpsyc/2016-2017_SP_Calendar.pdf.

D. Teaching Opportunities
Several teaching opportunities are available for students. Graduate students in the school psychology program may teach in undergraduate programs or in other graduate programs, but may not be the instructor of record in school psychology courses. Students have held T.A. Positions in the Psychology Department and Center for Undergraduate Retention. You may also find other teaching opportunities in fields that may match your interests and skills.

For some assignments, a master's degree is required; for others a master's degree is desirable. These positions are often funded as official TAs and include in-state tuition and health benefits. All school psychology students in formal teaching assistantship positions are to participate in the workshop provided by the Center for Teaching and Learning, usually held the Saturday prior to the opening of the fall semester: . http://cfe.unc.edu. The TA should also work with a faculty course supervisor for assistance with the course syllabus, course outline, and questions about assignments or grading.

In addition to formal TA positions, students may also serve as instructional assistants (IA) in courses, which may be in school psychology or in other areas. In these situations, the IA position is created with the course instructor. The student's role often includes assisting with class, making one or more presentations, or scoring assignments such as videotapes. These positions are typically not funded.

The school psychology faculty advises students engaged in teaching courses to provide mentoring and support. In addition, the School Psychology faculty meets with all doctoral students interested in academic careers to discuss ways to gain teaching experiences.

Professional Development Opportunities

Numerous opportunities take place on the UNC campus each year that offer excellent professional development for both faculty and students. You will find information posted in the School of Education, Odum Institute, Psychology Department, Frank Porter Graham Institute, Center for Developmental Science and Carolina Center for Developmental Disabilities, and sent via email from the School Psychology Program. We encourage students to let the program know when you hear of special workshops or lectures, and we will post this information for all students.

The Graduate School website is an outstanding source of information, not only on Graduate School policies and procedures, but also on a wide range of highly relevant professional development activities, including grant writing, dissertation writing, preparing presentations and awards for graduate students. It is advisable to visit this site and locate items pertinent to your graduate school experience: http://gradschool.unc.edu.

Attendance at professional organizations is an important aspect of professional development and participation in professional organizations can help build leadership skills and help you create networks with other professionals. We recommend that you attend either a state or national meeting It is also recommended that students make a professional presentation at a national meeting prior to your internship between your second and fourth year.

E. Registration Policies and Procedures

The School Psychology Program is a "UNC Graduate Program" and all students must follow all Graduate School policies. Please read and become familiar with the policies that pertain to your graduate studies, including requirements for registration, course loads, grading, eligibility, residency requirements, doctoral dissertations, examinations, and registration. Extensive information is available on the Graduate School website at http://gradschool.unc.edu/.

Students will receive information regarding designated times for registration from the Graduate School. Students should consult the appropriate Program of Studies document to help guide registration decisions. You should also meet each semester as needed with your academic advisor to review your Program of Studies and discuss plans for your career.

F. Incomplete Grades

The program expects students to complete coursework in a timely manner. If you have received an incomplete grade in a course, you are to meet with your academic advisor within two weeks in order to develop a plan and timeline for completion. Graduate school policies require that a grade of incomplete must be removed within one academic year.

In order to help ensure the timely completion of course work, the Program has the following policies. Students may not take the doctoral comprehensive examination if there are any outstanding incompletes. To further reinforce the need to make timely progress in your course work, students may not register for externship in any fall semester if there are outstanding incompletes from the preceding fall semester. Students may not register for externship in any spring semester if there are outstanding incompletes from the preceding spring or summer semesters. This policy holds regardless of whether your course instructor provided you with a full 12 months to complete your course work. As a professional-in-training, the demonstration of timely work and responsible actions are factors in the faculty decision to allow you to engage in a supervised field based assignment. Exceptions may be granted for students who were granted a medical leave, or a leave for other approved reasons.

G. Graduate School Policies Concerning Registration (www. gradschool.unc.edu)

Students are required to be registered whenever University resources (including faculty time) are being utilized to appropriately reflect work being done. In addition, the following specific registration requirements apply. Every student in the School Psychology Program, per School of Education requirements, is required to remain continually enrolled once beginning a degree. Exceptions are made for health reasons or other extenuating circumstances, which can entitle the student to an approved leave. If you believe you cannot register for the next fall or spring semester, discuss the situation immediately with your faculty advisor to determine if a leave is called for. If a student does not receive an official leave for a fall/spring semester and does not enroll, the student

has to request readmission as a graduate student by completing the Graduate School procedures: http://handbook.unc.edu/admission.html. The faculty then make a decision on readmission. If you cannot enroll for any semester, see your advisor so that you do not jeopardize your standing in the program.

Students trying to qualify for federal financial aid through the Office of Scholarships and Student Aid (OSSA) must be registered at least half time (4.5 credits) for each term in which they are trying to receive aid; students enrolled for less than 4.5 hours will not be eligible.

Assistantships/Fellowships: Students holding a service (assistantship) or non-service (fellowship) appointment must be registered full-time in order to hold that position during the fall and spring semesters. Students must be on-campus unless the award requires their presence at another campus or research center.

Examinations and Dissertation: Students must be registered during the semester(s) in which any examination is taken; this requirement includes written and/or oral examinations and defense of the prospectus, or dissertation.

Students must be registered for a minimum of three credit hours of dissertation (EDUC 994) during the semester(s) in which the dissertation is proposed and defended; 6.0 credits of EDUC 994 is required of all doctoral students at UNC. EDUC 994 does not allow for variable credit; it carries 3.0 hours of credit for each term a student is enrolled in this course.

Registration for the prior semester will cover events that occur during a break between semesters. This registration covers a student from the first day of class in a semester until the day before classes begin for the next semester. For example, if you are registered for a minimum of three credit hours of dissertation in the fall semester and intend to defend in the same term, you must defend between the first day of fall classes and the day before the first day of spring classes.

III. School Psychology Doctoral Program

A. Overview

The goal of the UNC-CH doctoral School Psychology Program is to prepare school psychologists as scientist-practitioners to assume leadership positions in academic, research, and applied settings. To this end students study both broad and general knowledge in psychology, obtain knowledge, skills, and competencies specific to a professional psychologist, and participate in a wide variety of supervised clinical and research activities designed to prepare them for these positions. The doctoral program is based on a behavioral cognitive framework approach, with a focus on prevention and intervention which is infused throughout coursework and training experiences. The doctoral program includes the problem-solving model as an integral component of its model, believing that a strong problem solving approach to professional work is valuable in both practice and research. The UNC doctoral program is accredited by the **American Psychological Association** (http://www.apa.org) and through this accreditation has approval by the **National Association of School Psychologists** (http://www.nasponline.org).

The Program emphasizes a prevention/intervention approach to enhancing the academic and social/emotional competencies of children and youth. It also emphasizes an ecological, systems perspective, recognizing that children and youth reside within increasingly complex situations, including their families, neighborhoods, communities, and school. Furthermore, the interdisciplinary nature of the school system is emphasized and students develop the skills and understanding necessary to communicate with other school professionals as well as parents and community agencies as part of a multidisciplinary team. Finally, intervention research and implementation science are the used as the framework from which psychologists can help manage the research to practice gap and learn to successfully promote evidence-based practices.

Students are expected to develop expertise in assessment, intervention, prevention, consultation, evaluation, and research, gaining increasingly advanced knowledge and skills as they progress through the program. Within the educational setting, school psychologists serve numerous clients including pupils, teachers, supporting educational personnel, and parents. The UNC program prepares school psychologists to develop and deliver direct interventions to enhance children's learning, and consultative/collaborative interventions to enhance other professionals' positive impact on children's learning and development. The UNC program also emphasizes skills in the development of preventive programs for children and youth at risk for social or academic problems.

Completion of the program leads to eligibility for licensure from the State Department of Public Instruction (http://www.ncpublicschools.org/licensure) as a Level III School Psychologist in North

Carolina and qualifies one for such certification in most other states. Also, graduates are eligible for licensing by the North Carolina State Psychology Board.

Length of Program: The doctoral program of studies includes a minimum of 3 years of fulltime study for students with advanced standing and a school psychology specialist degree. All other students will complete a four year program. Required academic coursework is usually completed within the first two years. Concurrent field-based experiences are coordinated with coursework across the program of studies, planned so that the student acquires increasingly more complex skills within school, clinical, and community settings. Students are not required to take coursework during the summer, but may do so if they wish. Summer course work can help reduce one's load during the academic year, or provide opportunities for courses in other departments and schools.
Students must complete a minimum of 3 fulltime academic years of graduate study which includes complete the internship prior to the award of the degree.

Research: All doctoral students are expected to become involved in research with members of the faculty of UNC early in their graduate career and to continue this involvement throughout their program. Most doctoral candidates follow the option of preparing a dissertation proposal and collecting dissertation data during their second year.

Teaching: Doctoral students are encouraged to obtain teaching experience as part of their program of study if it aligns with their career goals.

Advisors: Students are assigned an initial academic advisor when they enter the program who provides advisement during the student's first year of study. Students consider the research interests of different faculty and look for a match in terms of interests. Students may subsequently identify another faculty member who matches their research interests to serve as their advisor and/or to chair his or her doctoral committee.

Field mentors/supervisors: Field mentors/supervisors are assigned to work with students and to help the student integrate skills related to the practice of School Psychology as a profession within the field setting. Students will have the opportunity to be supervised by different faculty members throughout their course of study, providing students with a range of professional mentorship.

Residency requirements: For all PhD students, the UNC Graduate School regulations require four semesters in full time residence. In the School Psychology Program, internship credits do not count towards residency requirements and no more than 3 dissertation credits may count towards residency.

Summer Advanced Doctoral Externship

If you are interested in completing summer externship hours you are free to investigate your summer externship options. Please keep in mind that these experiences are **optional** and are not required by the program. You may log the hours you complete over the summer on your APPIC/ Externship Service log and applications if your site has been approved and you are registered for EDUC 821. (Typically the clinical sites on the attached document entertain summer externship.) Once you are registered, they can be considered "program sanctioned", however if you are not registered (for at least one credit hour), then you will not be able to enter them into your log (and the faculty will not be able to sign-off on your hours prior to applying for internship). In addition, if you do not register then you cannot be called a "UNC extern" or have any affiliation with UNC. You would simply be a "volunteer" at the site. This distinction is very important to the site and UNC. Most students simply just register for one credit hour over one of the summer sessions. If you are not registered over the summer then UNC will not be able to legally protect you in the event that a practice related issue arises. In addition to registering you must have a signed contract completed and submitted prior to attending the summer site. This contract can be found on your Sakai course site. Remember you need to have approval from your externship coordinator, prior to beginning any externship.

B. Doctoral Written and Oral Comprehensive Examination

Purpose: A comprehensive examination is required of all students in the Ph.D. School Psychology Program and is designed as a comprehensive and valid assessment of the student's knowledge of the field of school psychology, consistent with national expectations for knowledge at the doctoral level. Questions are designed to elicit integrative, synthesizing responses with ethical considerations implicit or explicit in every question. The examination is administered during the Fall and Spring semesters.

Requirements: To qualify to take the doctoral examinations, the student is to file a request the semester prior to the examination semester by writing to the doctoral examination coordinator.

Should the faculty believe the student needs to obtain additional competencies prior to taking the doctoral examination, then additional course work, and other preparation may be required. Doctoral students will not be allowed to take their comprehensive examinations with an outstanding "Incomplete" grade.

The student is also required to submit all of the following, in writing, to the doctoral examination coordinator by February 1 for the spring semester, or by September 1 of the fall semester. The student may request that the program assistant print a transcript that documents all but the last two items below:

- Register for the semester that the examination is taken
- All required course work completed or in progress
- Second semester of EDUC 821 in progress or completed
- No outstanding Incomplete grades
- Passing scores on the PRAXIS II recorded by the School of Education OR proof of registration to take the PRAXIS II
- Identification of doctoral committee advisor and dissertation committee
- Description of proposed dissertation project

Administration: The comprehensive examination in School Psychology is a two day examination covering 8 essential areas of: assessment, intervention, special populations, development, ethics, multi-cultural issues, historical issues, and research/evaluation. It is typically administered on the Thursday and Friday prior to spring break, and Monday and Tuesday prior to fall break. The examination will be administered in four 3-hour time blocks, 9:00 a.m. to noon, and 1:00 p.m. to 4:00 p.m. on each of 2 successive days. Students will complete the examination in designated rooms, on computers supplied by the program, without access to any external source material. The student will be given 2 questions to complete in each 3 hour time block. At the end of each time block, the student will save the response on a flash drive provided by the administrator, and will then turn it in to the program office, where a copy of the response will be printed and recorded.

A member of the School Psychology faculty is designated as the doctoral written examination coordinator. The coordinator's responsibilities include clearing each student to take the examination; convening the faculty to develop the common evaluation questions; preparing the exam in proper form; and assuring the appropriate administration of each exam. The program administrator provides help in preparation for the testing by scheduling the appropriate location, preparing the written examination, and then distributing the exam to students on the designated days.

The program administrator will have each student sign in once they arrive at the office, by 8:45 a.m. the morning of the exam. An envelope will be given to each student containing the examination questions with instructions on where to go to take the exam. Students will have three hours, from 9:00 a.m. to 12:00 noon, to complete the morning portion of the examination and return both the questions and their responses to the program administrator. Students save their responses on the flash drive provided to them at the beginning of the exam, and they return the flash drive when the exam is completed. Students are allowed one hour for lunch, and then they repeat the procedure with two new questions from 1:00 p.m. to 4:00 p.m. After the three hours have elapsed, students again return their examination questions and their responses, recorded on the flash drive, to the program administrator in the original envelope before they sign out. This procedure is followed again the following day. Additional details on the location of the examination and the use of computers are provided nearer to the time of the exam, as well as information on how the responses will be printed. Student names are not placed on the examinations. PID numbers are used, and the examinations are graded "blinded" as to students. Students must sign the UNC honor code prior to taking the examination, in order for it to be graded.

The examination questions cover a wide range of information and address issues in assessment, consultation, intervention, evaluation, research, special populations, child development, learning, diversity, measurement, experimental design, supervision, and professional issues, including ethics. Questions typically integrate more than one topic covering the following:

Content areas:
- Assessment at the individual, group (class), and systems level
- Intervention at the individual, group (class), and systems level
- Evidenced-based interventions
- Consultation at the individual, group, and systems level
- Statistics/Measurement
- Research/Experimental design (group and single case designs)
- Program evaluation

- ❑ Professional issues and practices, including supervision
- ❑ Child/adolescent development and application of theories and research
- ❑ Learning theories and application of theories and research
- ❑ Special populations
- ❑ Multicultural issues and diversity
- ❑ Ethics, legal issues, federal policies influencing practice
- ❑ Current issues in school psychology

Evaluation: Completed examination responses with no identifying information included, will be evaluated independently by two faculty members on a pass/fail basis; any response for which there is no agreement will be reviewed by a third faculty member. The student's doctoral committee chair provides feedback to the student on his or her performance. A student who passes all the questions will be noted as having passed the written comprehensive examination. Failure on three or more questions will require that the student repeat the examination at the next available time (3 or more months later). A student who fails 1 or 2 questions will be required to carry out a formal remediation activity that will be evaluated independently by 2 faculty members. If the performance on the remediation activity is evaluated as passing, the student will be noted as having passed the comprehensive examination. If the performance on the remediation activity is evaluated as not passing, the student will be required to repeat the entire examination at the next available time, with permission from the program faculty.

Possible remedial activities for students failing one question or two questions:
- ❑ Rewriting the specific questions under the same test conditions as the original examination.
- ❑ Responding to different questions under the same test conditions as the original examination.
- ❑ Preparing a 20 page paper on each specific question
- ❑ Preparing a 20 page paper on a broader topic related to the question
- ❑ Presenting an oral examination. For an oral examination, three faculty members will be present and two of the three must determine that the student has passed the oral exam.
- ❑ Other plans may be identified, based upon the faculty judgment of what will best address concerns with the examination.

Remedial efforts must be passed at the P level (not P-). Two faculty members will independently grade written materials. Two Ps, or two Fs, determine the grade. If there is a split grade, a third faculty will read and grade the examination.

An oral examination will be administered for students who pass the comprehensive examination.

Students should receive feedback on their written comprehensive exam and can ask clarifying questions of their committee about this feedback. A student's advisor should then provide information on the format of the comprehensive exam. Apart from describing the general format of the oral exam and answering clarifying questions about feedback, comprehensive exam committee members should not help the student prepare for the oral exam.

Checklist for Taking the Doctoral Written Examination

Name:

Name of Faculty Dissertation Committee

Chair: Date completed:

Directions: Please complete and turn in to the faculty responsible for the doctoral written examination by either February 1 (for the spring exam.) or September 1 (for the fall exam.)

	Yes	No	Comments (if No)
Either completion of all course work, or final required course work in program to be taken the semester of the doctoral written examination*			
All incompletes removed by Feb 1 (or Sept. 1) and change of grade posted			
Selection of dissertation committee chair by Feb 1 (or Sept. 1)			
Recommended: Passing scores on the PRAXIS II submitted to the SOE			
Registered for the semester in which you are to take the doctoral exam.			
Any remedial work resolved by Feb 1 (or Sept. 1)			

C. **PRAXIS II. All** doctoral students **are required to take and pass the PRAXIS-II examination and submit passing scores to the School of Education.** (Both total scores and subtest scores should be submitted.) Several books and other sources of information are available for preparing for the PRAXIS-II (see NASP website, books, sample tests:

https://www.nasponline.org/search/search-results?keywords=praxis). . Some students study together; others prefer to prepare on their own. The passing score for the UNC School Psychology Program is 147 for the total examination, the same as the National Certification of School Psychologists standard. If the student does not pass, the faculty will advise on remedial work prior to the time the student retakes the examination. The PRAXIS II examination is considered a summative evaluation of doctoral students.

D. Sequencing of the Dissertation and Pre-doctoral Internship and Graduation

The UNC-CH School Program **requires that each student successfully defend his or her dissertation proposal before starting internship.** Students should plan to have sufficient time in advance of their internship year to prepare their dissertation proposal. In some instances, students have completed their dissertations prior to initiating their internship.

Dissertation timeline: Students should begin early in their graduate studies considering topics of interest. Research experiences can be obtained through research assistantships, through participating as a member of a faculty member's research group, by volunteering to work on a research project, especially during the summer months, or through other research activities. By building a foundation for research during the first two years, the student will be more informed and better able to determine the focus of the dissertation.

Once you identify your doctoral dissertation committee chair, that individual will become your new academic adviser. The same meeting expectations for advisement hold once you make this decision. That is, you will meet at least once a semester for academic advisement, and more often for research advisement.

Your doctoral advisement is very important, not only for your dissertation, but for your career goals, and for your internship selection. You begin by asking a member of the faculty to serve as your doctoral committee chair. You should look for someone whose research interests overlap with your own. This person must be a tenure-track member of the School Psychology Program. The Graduate School requires at least a 5 person committee. Other members of your committee will include at least one tenure track member from the School Psychology Program, and another member of the School of Education tenure-track faculty. In addition, you may ask clinical/adjunct faculty in the School Psychology Program or other researchers with places such   as the FPG Institute, TEACCH, CIDD, or CDS. You may also ask faculty from other academic units on campus. You are to discuss all potential committee members with your doctoral committee chair prior to contacting these potential members. Note that if a person does not have an appointment in the School of Education, and is agreed to by your committee chair, you will need to request an electronic copy of his or her CV; as the CV will need to be submitted by your adviser at the time your adviser submits forms for approval of your committee. All paperwork creating your doctoral committee is submitted by your committee chair, and should be submitted no less than two months prior to any committee meeting to ensure the committee is approved prior to any meetings.

Do I have to have a dissertation adviser? How is a dissertation adviser different from the committee chair?
No, you do not need to have a dissertation adviser. For most of the doctoral committees, the chair of the committee directs the dissertation. In some circumstances, another person might be better to direct the dissertation. This situation typically occurs when you have worked with someone else as a result of your graduate assistantship and wish to conduct research with their project data. This person may be in a much better situation to actually direct your dissertation research. You will discuss this option with your doctoral committee chair before making a decision. Frequently, the dissertation adviser is not a regular member of the School of Education faculty, but may be a researcher with the FPG Institute, CIDD, TEACCH, or other academic or research units on or off campus.

Spring 1st year:
1. Select a faculty member to chair the doctoral committee. The chair of your committee must be a tenure-track faculty member in the School Psychology Program.

2.   Discuss potential committee members with the committee chair then ask these individuals to serve on the committee. A committee of five members, including the chair, is required. At least one member (not including the chair) is to be a tenure-track faculty member in the School Psychology Program. A second member can be from among any tenure-track faculty member in the School of Education. Further guidelines for committee composition and other dissertation requirements can be found in the Graduate Student Handbook available   online at http://handbook.unc.edu/.

Spring Semester of the 2nd Year:
Students are **required** to have their dissertation proposal approved prior to entering their internship. Students may not begin an internship if the dissertation proposal is not approved.

According to the Graduate School, you must register for the full 3 hours of dissertation credit during the semester you are defending your dissertation The Graduate School will not officially accept your dissertation if you were not registered.

Before Graduation:
Students must have completed their dissertation defense before they are eligible for graduation from the program. The Graduate School requires 6.0 hours of dissertation credit in order to graduate, and students must be registered for 3.0 hours of dissertation credit for the semester in which the dissertation is proposed as well as defended.

Additional dissertation information about registration requirements, preparation, and time limits is available in the Graduate School Handbook (http://handbook.unc.edu/) and the Dissertation Resource Sakai Site.

E. Forms and Procedures for Doctoral Students

The following can be found online at http://soe.unc.edu/academics/phd_schpsyc/

- ❏ Doctoral Program of Studies, Timeline, & Foundations Course List

- ❏ Doctoral Internship Agreement

- ❏ Certification of Doctoral Internship Completion

IV. Student Evaluation, Program Evaluation and Ongoing Improvement

A. Overview

Inherent in the concept of a quality academic and professional program in psychology is the commitment to ongoing evaluation of student progress and goals. It is the responsibility of faculty to provide honest, detailed feedback to students, and it is the right of students to know in what ways their performance is regarded, their strengths and weaknesses, and to have an opportunity for open self-reflection with the primary instructors in their professional training. One of the ways in which the School Psychology Program attempts to meet this need is through reviews of student work across all domains of program courses and field-experiences, research, and other relevant professional work. Guidelines and criteria form the bases for useful dialogue and review by both students themselves and by the faculty. (See the Annual End of Year Student Evaluation by Faculty Form, Appendix D this Handbook).

We live in a time of strong emphasis on program evaluation and ongoing program improvement. A good part of this emphasis requires a detailed consideration of student progress and accomplishments. Much of this emphasis is driven by the US Department of Education which oversees the accreditation of all professional preparation programs and emphasizes a focus on evidenced-based outcomes.

To meet the expectations of accrediting groups such as the American Psychological Association, Council for the Accreditation of Educator Preparation (CAEP), and NASP, we have developed and implemented significant procedures for gaining information on the quality of our program and information on the quality of our student's performance. As we work to ensure that students master the knowledge, skills, and dispositions needed to be an effective and competent professional, we must ensure that we are providing high quality courses, practicum experiences, research knowledge and training, and opportunities to enhance student professional attitudes and dispositions.

On the syllabi for courses in the School Psychology Program, there are designations showing how

certain projects meet NASP domains, School of Education expectations, CAEP goals, or School Psychology Program goals. These notations are included to enable the faculty to track and monitor our content and procedures in comparison with our own Program goals (identified at the beginning of this Handbook) as well as those of accrediting agencies. These notations also provide students with information on how the content in classes and field experiences are meeting goals and expectations.

Our evaluation procedures meet a number of expectations, including the following.
- ❑ Formative and summative evaluations
- ❑ Internal and external evaluations
- ❑ Proximal and distal evaluations
- ❑ A variety of quantitative and qualitative instruments and procedures

Assessments can and often do serve more than one goal. For example, assessing content knowledge during the comprehensive examinations can be a summative, internal, and proximal evaluation.

B. Formative and Summative Evaluations

Formative evaluations are those that serve as benchmarks along the way to major program goals. These evaluations include projects in courses, course grades, externship evaluations, projects, twice yearly faculty evaluations of students, student evaluations, student self-evaluations, externship mentor evaluations, and field mentor supervisor evaluations.

Summative evaluations include performance on written comprehensive examinations, oral comprehensive examinations, time to graduation, performance on national examinations, end of internship evaluations, and employment.

C. Internal and External Evaluations

Internal evaluations include those made by our faculty and students on such items as course performance, comprehensive examinations, honors, awards, presentations, and research projects.

External evaluations include those made by individuals external to the program, including field-based mentors and supervisors, faculty in other professional areas who teach courses for students beyond school psychology (i.e., statistics courses, foundation courses), and doctoral committee members from outside the School Psychology Program area.

D. Proximal and Distal Evaluations

Proximal evaluations are those made while students are in the program and include items such as course projects, grades, oral presentations, research projects, and field-based ratings.

Distal evaluations include performance and accomplishments beyond graduation, such as completion of post-doctoral training, information on licensure and certification, participation in presentations or publications, and other professional accomplishments. Students will receive a questionnaire after graduation and at varying times over the following 10 years, so that the program can continue to gain information that can be used for program improvement purposes. (Graduates are asked to link their email address to the UNC alumni email addresses so that we can locate graduates for future contact.)

E. Quantitative and Qualitative Evaluations

Quantitative evaluations include performance on tests, grades on projects, and scores on national or state tests.

Qualitative evaluations include student self-evaluations, program evaluations by student cohorts, and responses to the program end of year survey sent to all enrolled students. Qualitative evaluations also come from other professionals who have contact with students and provide faculty feedback. Such feedback might come from research supervisors or field-based mentors.

F. Annual Evaluations

The faculty review in depth all areas of performance, including progress towards degree, courses, grades, field-based experiences, mentor and faculty ratings on field-based experiences and supervision, student self-evaluations, courses, grades, research projects, faculty supervisor ratings, externship and internship placements, oral and written communication, interpersonal communication and professional dispositions. Reviews typically take place once all exams have been completed and grades posted for the spring semester (usually around mid-May). Students receive letters in early June. If there are issues, students are required to meet with their advisors. If remedial plans are needed, these may be developed by the faculty or, depending upon the circumstances, determined by the faculty adviser and the student. Written plans with deadlines are placed in the student's program file.

Remedial work is assigned for any course grade of L, any comprehensive examination grade of P- or F. Field work resulting in a grade of L results in a meeting with the core faculty to discuss the concerns as well as to discuss continuation in the program. Remedial work is always required.

In summary, to remain enrolled in good standing in the Program, students must obtain a grade of P or better for all course work, field experiences, and examinations. Students making a grade of L must complete remedial work as defined by the faculty to remain in good standing in the Program. Students making a grade of F in courses/practicum may not continue in Graduate School unless reinstated. Any reinstatement will have conditions related to remedial work.

G. Termination From the Program

Our goal is to ensure that all students are making appropriate progress toward his or her degree and are adhering to high professional standards. Many resources are available for students to provide support under conditions such as illness, family matters, or financial matters, enabling students to maintain a strong academic record. At times, however, students may not perform at the level required for continued enrollment or work towards a degree.

The Graduate School's policy related to grading is that one F or three Ls in courses makes a student ineligible to continue in Graduate School. Should a student be in this situation, the student may request reinstatement by submitting a formal request to the faculty, providing information on the student's performance and identifying ways of addressing the low or failing performance. The faculty will consider reinstatement and remedial plans for students making an F in a course.

At times situations might develop that are not related to course grades but that call into serious question the student's continuation in graduate studies. For example, a serious violation of participant confidentiality in a research study or a serious privacy violation of client/student records while on a field placement will result in deliberations that may lead to a decision to end the student's enrollment.

Students who fail to register for two consecutive academic semesters, without obtaining an approved leave, will be presumed to have left the program. Though such individuals may request reinstatement, any decision to reinstate will carry with it definitive timelines for program completion that must be adhered to in order to remain in the program.

V.   Information for Enrolled Students

A. Student Resources
The UNC campus, the School of Education, and the School Psychology Program all provide numerous supports for graduate students. We encourage all students to make extensive use of these resources.

To begin, we encourage all students to review the Graduate School website and open the link to Student Resources. You will find a wealth of information and opportunities. Note that there are associations, ongoing professional development workshops, information on awards and fellowships (including dissertation completion awards), research information, travel funds, and financial assistance for presentations at conferences. As an example of the kinds of resources, the Graduate School provides workshops on academic presentation skills, including one tailored for

international students. The Graduate Student Association in the School of Education is another opportunity to meet graduate students from other areas. This association also provides travel assistance for conferences.

The Graduate School has listed the following topics as ones that may be of immediate interest for incoming students.

- Honor Code: http://gradschool.unc.edu/academics/resources/ethics.html
- Ethics in Research http://gradschool.unc.edu/academics/resources/ethics.html
- Family Educational Rights and Privacy Act (FERPA) http://gradschool.unc.edu/policies/faculty-staff/gradstar/guide/access.html
- Illegal Drug Policy http://handbook.unc.edu/policies.html
- Student Alcohol Policy http://handbook.unc.edu/policies.html
- Immunization Requirements http://handbook.unc.edu/policies.html
- Improper Relationships between Students and Employees http://handbook.unc.edu/policies.html
- Non-discrimination Policy http://handbook.unc.edu/policies.html
- Racial Harassment Policy http://handbook.unc.edu/policies.html
- Residence Status for Tuition Purposes
- Sexual Harassment Policy http://gradschool.unc.edu/academics/resources/ethics.html
- Sexual Assault Response Plan http://gradschool.unc.edu/policies/student/
- Graduate Student Parental Leave Policy http://handbook.unc.edu/medical.html

Connect Carolina contains a personal webpage provided to each student at UNC. In order to access your page you must have an onyen (https://onyen.unc.edu/cgi-bin/unc_id/services) and password. Your Student Center information in Connect Carolina provides information about campus events and services, your financial aid, accounts and bills, and your class schedule and grades.

Accessing your Connect Carolina page:
1. Go to the UNC homepage (www.unc.edu)
2. At the top of the page, and to the right is a tab for Login Connect Carolina, click on this tab.
3. On the right side of the page that comes up is the area to login. Your onyen is your username and the password is the same as the password you use for your UNC email account.

International Student Resources

UNC-CH Writing Center mini-courses and facilitated groups: http://writingcenter.unc.edu/
Academic Writing for Graduate Students http://writingcenter.unc.edu/esl/instruction/esl-mini-courses/

This 8-week course will provide an overview of academic writing at the graduate level and focus on critical tasks in graduate writing. Registration and textbook required.

Research Presentation Skills
This 5-week course will help non-native English speaking scholars prepare a presentation of their research for a conference, a class, or other presentation occasion. http://writingcenter.unc.edu/event/research-presentation-skills-2/2015-10-27/**American English Pronunciation**
This course will provide instruction on the phonetics of American English and will allow for ample practice time in pairs with English native speakers and in small groups.
http://writingcenter.unc.edu/event/us-english-pronunciation-mini-course-2/2015-09-01/

Writing Groups
Disciplinary and interdisciplinary groups facilitated by English language specialists.
Meeting times are determined by group members' schedules. Registration required.
http://writingcenter.unc.edu/handouts/writing-groups/

Speaking Groups
Language and culture discussions with American and international students, Thursdays 4-5 p.m. and Fridays 3-4 p.m. Registration required.
Location: Graduate Student Center, 211A West Cameron Avenue
http://writingcenter.unc.edu/esl/instruction/speaking-groups/

Additional Resources
- A collection of online resources, with handouts on writing, vocabulary development, and cultural values in the US academy, along with links to advance language-learning tools.
- http://writingcenter.unc.edu/

B. Appeal Procedures

The University has identified appeal options for students related to academic matters. Students

can locate the appropriate appeal information by going to the Graduate School website. Appeal information on grades is available at the following website: **http://gradschool.unc.edu/handbook/grading.html.**

Tuition appeals may be made by following information at the following website: **gradschool.unc.edu/handbook/tuition.html**

Information on appeals related to tuition residency can be found at the following: **gradschool.unc.edu/student/residency/ncres.html**

C. Campus Services

Many other services are available to students throughout the UNC campus. These include legal services http://studentlegalservices.web.unc.edu/ ; counseling services https://campushealth.unc.edu/services/counseling-and-psychological-services; the Writing Center: http://writingcenter.unc.edu/ ; and The Odum Institute (for assistance with survey writing and data analysis, both quantitative and qualitative): http://www.odum.unc.edu/odum/home2.jsp.

D. Requirements for Field Based Experiences

Health Examination

Prior to entering the program, students must have a health examination. The State of North Carolina requires the completion of a **health examination certificate** for all students who will participate in a graduate internship.

This "Student Teaching/Graduate Internship Health Examination Certificate" can be found at: http://soe.unc.edu/academics/phd_schpsyc/enrolled_docs/health_exam_requirements.pdf http://soe.unc.edu/academics/phd_schpsyc/enrolled_docs/health_exam_requirements.pdf

TB Tests

All incoming students and current students in a field based assignment, must have a TB test that **is less than one year old at the time she or he begins a field-based assignment in the schools**.

Incoming students can receive a TB test at UNC Campus Health. Information regarding appointments can be found at http://campushealth.unc.edu/.
Upon completion on the required health requirements, the health forms are to be returned to:

School of Education
CB# 3500, 103
Peabody UNC–
Chapel Hill
Chapel Hill, NC 27599-
3500 919-962-2468

Criminal Background Check

For students to complete externship in the schools as well as some other externship sites, a background check is required. This check is to be completed each year. You will be required to pay for the background check. Information regarding this procedure can be found at https://www.certifiedbackground.com/.

E. Liability Insurance

The School Psychology Program enrolls students under a group policy and students are notified as to the premium and due date for the premium via the School Psychology office. These fees are collected and processed by the program administrator.

F. IRB Approval to Conduct Research with Human Subjects

All students are required to be certified for work with human subjects by completing the IRB certification process located at the following website: http://ohre.unc.edu/educ.php. Newly admitted students must complete during the first semester of enrollment, and may complete prior to enrolling.

G. Student Involvement with Program Responsibilities and Procedures

Students are encouraged to become involved in program activities in multiple ways.

- ❑ Each semester the faculty holds a minimum of two cohort meetings once each semester to provide a forum for discussing student-related concerns and to develop solutions.
- ❑ Students complete an anonymous end of the year program evaluation as part of their involvement in helping maintain program quality.
- ❑ Students may assist with admissions by meeting with applicants during interview days, or hosting an afternoon coffee for applicants following the interviews.
- ❑ Students are encouraged to help manage the School Psychology webpage; providing recommendations and working with the faculty web page coordinator to make timely changes and interesting additions.
- ❑ Students are asked to participate in the preparation of accreditation reports and to make recommendations for updating the Handbook and other program documents, such as the POS.
- ❑ Students are asked to provide feedback on program policies and procedures.
- ❑ Students have a history of serving on faculty search committees for both school psychology positions as well as those in other areas.
- ❑ Students often assist faculty in courses, typically by making presentations in areas of expertise to students earlier in the program.

H. Financial Support

We encourage all applicants, once admitted, to pursue multiple sources of financial support and to work closely with their faculty advisors to locate funding. Sources of graduate student support come most often in the form of research, teaching, or graduate assistantships. Support is also provided in a range of types of funding, from full tuition and monthly stipend to hourly waged pay. Assistantships are competitive and students are not guaranteed funding, however, most do secure some sort of financial support throughout their study.

Incoming students will receive information regarding assistantships the summer prior to entering the program. They are also encouraged to refer to the Research Settings section found below and contact these institutions about possible funding opportunities. The Graduate School also awards merit fellowships (see Admission section for additional information on merit awards.) The School of Education offers several types of graduate assistantships.

Please make use of UNC resources related to financial assistantship for students. The best place to start is with the Graduate School website, http://gradschool.unc.edu/funding/prospective.html, clicking on the link to financial resources. You will find a wide variety of information that will inform you about numerous opportunities. Also, review the awards from external resources (outside UNC) that are received by students within different departments and schools. These funding sources may provide you with ideas for places you might seek support. Students in our program have received support for funding while conducting their dissertations. You will find a variety of other resources that might have relevance for your situation or your dissertation topic. The Graduate School Handbook also has further information regarding assistantships at http://handbook.unc.edu/assistantships.html.

Other financial support is available in the Student Aid Office, which provides financial aid in the form of graduate student loans. All prospective students make application for financial aid by completing the materials provided by the Student Aid Office. Financial aid materials can be obtained by contacting the Financial Aid Office (http://www.unc.edu/studentaid/) at:

Director of Student Aid
Student Aid Office
University of North Carolina at Chapel Hill 300
Vance Hall, CB# 2300
Chapel Hill, NC 27599-2300

Questions regarding financial support can be found at
http://soe.unc.edu/services/financial_aid/graduate.php and
http://gradschool.unc.edu/funding/

Financial assistance *may* also be available in the form of Resident Assistant and Assistant Area director positions with the Department of University Housing. These positions provide a stipend as well as free (or reduced rate) housing and utilities. Information can be obtained by contacting:

Associate Director of Training and Programs

Department of University Housing (http://housing.unc.edu)
Carr Building, CB# 5500
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-5500

Some assistantships carry tuition waivers or reductions, while others do not. A limited number of waivers or reductions are made yearly. To be considered, the student and the student's research or teaching supervisor must complete forms by deadlines established by the School of Education. If an award is made after tuition has already been paid, the University will refund the out-of-state portion of the tuition.

The program adheres to and makes available to all interested parties formal written policies and procedures that govern: academic admissions and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions; and due process and grievance procedures for students and faculty.

Applying to the School Psychology Program: http://gradschool.unc.edu/academics/degreeprograms

Applying for Financial Aid
http://studentaid.unc.edu/faqs/grad-professional-faqs

Tuition Remission and Tuition Rewards

http://gradschool.unc.edu/funding/basics/tuitionremission.html

Residency Requirement
http://handbook.unc.edu/residencecredit.html

Graduate School Funding
http://gradschool.unc.edu/funding/

I. Research Settings

There are numerous research and clinical settings on the UNC-CH campus that provide complementary training experiences and opportunities for research assistantships. Each year, the majority of the students in the School Psychology Program have research assistantships with one of the groups listed below.

The **Frank Porter Graham Child Development Institute** (http://www.fpg.unc.edu) is a nationally recognized center that is involved in major longitudinal studies of children and their families, as well as studies on learning disabilities, mental retardation, giftedness, and children with physical disabilities.

The **TEACCH** (http://www.teacch.com) program is an internationally known program for the study and treatment of autism and related communication disorders.

Carolina Institute for Developmental Disabilities has three branches: the Carolina Consortium on Human Development, the Behavioral Science Research Division, and the Social Development Research Division.

America Reads (http://www.readwriteact.org/programs/ar.html) is a federal program designed to assist children in elementary schools struggling to learn how to read.

The **National Research Center on Rural Education Support** (http://www.nrcres.org/) was established in 2004 with funding from the Institute for Educational Sciences of the U.S. Department of Education.

J. Students with Special Needs

Both UNC and the School Psychology Program are committed to assisting students with special needs. Please feel free to identify your needs to any course instructor, with your academic advisor, or the program chair, so that we can discuss any accommodations that may be needed to assist your learning needs. Also, please meet with the **Accessibility Resources and Services team:**
https://accessibility.unc.edu/about-ars

919-962-8300
CB#7214
SASB-North Suite 2126,
450 Ridge Rd. Chapel Hill NC 27599-7214

If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this course, please contact the A.R.S., formerly the Department of Disability Services at 962.8300.

The A.R.S., formerly the Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, ARS provides reasonable accommodations, so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life.

K. Sport Tickets

Students are able to enjoy the many sporting events that UNC has to offer. Please refer to the Carolina Athletic Association website at http://www.unc.edu/~rbraswel/CAA/ to learn more about student ticket policies. Go Heels!!

L. UNC Student Associations Graduate

Student Association (GSA)
http://soe.unc.edu/gsa/
http://soe.unc.edu/gsa/events/

The Graduate Student Association was formed as a common ground for interaction among graduate students in all graduate programs within the School of Education. Through this interaction, the GSA works to respond to graduate student needs, concerns, and interests.

M. Student membership in professional organizations

APA, NASP, NCSPA, and NCPS

APA
American Psychological Association of Graduate Students (APAGS)

APAGS offers all its members enormous opportunities to enhance their development towards a career in psychology and to shape the future of the discipline. From at home access to research tools like PsycINFO, to opportunities to present your work at APA's annual conventions, membership in APA/APAGS will help you succeed in graduate school and develop as a member of the psychological community.

Student Affiliates of School Psychology, a student organization of APA Division 16, has been active at UNC in the past. More information regarding SASP can be found at http://saspweb.info/. In addition, students can join the Graduate Student Association. Please see the GSA website at http://soe.unc.edu/gsa/ for more detailed information.

N. Funding for Conferences & Other Awards

Funding is available through the Graduate Student Association to help defray conference participation costs associated with travel, hotel, conference fees and meals. Please see http://soe.unc.edu/gsa/info_forms.php for further information and application materials and procedures.

Recurring Awards:

NASP Graduate Student Research Grants
> The NASP Research Committee supports student-initiated research through its Graduate Student Research Grants (GSRG). Up to two $1,000 awards are made each year to students who demonstrate exceptional ability to conduct high-quality research that furthers the mission and goals of NASP and has the potential to impact the field positively. GSRG recipients are eligible to receive $500 Travel Grants to present their research at a future NASP convention. http://www.nasponline.org/about_nasp/gsra.aspx

NASP–ERT Minority Scholarship Program
for Graduate Training in School Psychology

The NASP-ERT MSP was established in 1995 to ease financial barriers facing some minority graduate students embarking on a Specialist Degree (or equivalent) in School Psychology. The Program's profound goal is for each scholar receiving the award to enter the field as a practicing school psychologist following graduation, infusing the profession with diversity and cultural awareness to benefit children and school communities across the country. The award is announced at the NASP Annual Convention. Funding may begin in the immediate fall term after the announcement. http://www.nasponline.org/about_nasp/minority.aspx

APA Student Travel Award

http://www.apa.org/about/awards/scidir-stutrav.aspx

The purpose of this award program is to help psychology graduate students travel to the annual APA convention to present their research. APA's Science Directorate sponsors an annual competition for graduate student travel awards. The purpose of the travel award program is to help psychology graduate students travel to the annual APA convention to present their research.

In 2016, approximately 100 students received $300 to support their travel to the APA convention in Denver. In addition, seven students who applied for a travel award received an Ungerleider/Zimbardo Travel Scholarship of $300 from the American Psychological Foundation, helping a total of 107 students attend the convention.

In addition to being eligible to apply for a travel award, students who are both members of APAGS and first authors are also eligible to have their convention registration fees waived. Further information about this potential fee waiver will be mailed to eligible students by early June. **Deadline:** April 6, 2018

For further information and application materials, please visit the website: http://www.apa.org/about/awards/scidir- stutrav.aspx An application form is available at the following link: http://www.apa.org/about/awards/student- travel.pdf

James J. Gallagher Dissertation Award

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The James J. Gallagher Dissertation Award was established in 2002 to provide support for dissertation research projects focused on issues related to child development or family support. Priority is given to research that focuses on young children, children with disabilities, or gifted children and has relevance to child and family policy. Dr. Gallagher was the director of the Frank Porter Graham Child Development Institute (FPG) from 1970 to 1987. He passed away in January 2014. The dissertation award is funded by an endowment established in his honor. Dr. Gallagher's work focused on children at both ends of the developmental spectrum—those with disabilities or risk conditions and those who are gifted. http://gradfunding.web.unc.edu/2018/03/22/2018-james-j-gallagher-dissertation-award/
The amount of the award for 2018 is $3,500. The recipient must be a graduate student currently enrolled at UNC-CH who has successfully defended his or her dissertation proposal and has an approved plan of research or will have an approved plan by August 2018. The research may already be underway or just beginning. The funds may be used to support research expenses such as data collection, mileage, copying, participant payments, or salary support for the dissertation student or data collectors. The award should not supplant other funds that are already committed to the student's research and the award cannot fund tuition. The award will be announced in early summer. The recipient will be expected to attend the FPG annual meeting in the fall and to make a presentation on the research at a FPG seminar in spring 2018.

Proposals (including letters of reference) should be submitted either electronically or hard copy. Electronic submissions should be sent to **marie.huff@unc.edu**. Hard copies should be sent to Marie Huff at CB# 8180, FPG Child Development Institute. Please call Marie Huff with questions about the application process (919-966-1702).

O. MEMORANDUM REGARDING ACADEMIC INTEGRITY

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Office of the Chancellor

The **Honor Code (http://honor.unc.edu/honor/index.html)** prohibits lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. The Campus Code requires students to conduct themselves so as not to significantly impair the welfare or the educational opportunities of others in the

University community. As a student at UNC-CH, you have accepted a commitment to the Honor Code and the Campus Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which they were founded more than 100 years ago.

Academic dishonesty in any form is unacceptable, because it circumvents the purpose of the University. As a faculty member (or teaching assistant), I have a responsibility to report any possible Honor Code violations to the Student Attorney General. I hope that you will join me in supporting the Honor Code by signing the Honor Pledge on all written work, and consulting the instructor if you are uncertain about your responsibilities within a specific course.

Thank you for your continued support of the Honor Code; if you have questions about reporting a violation, or would like to participate in the student judicial system, please contact the Office of the Honor System at (919) 966-4084 or email the Judicial Program Assistant. It is only through an active partnership between faculty, students, and administrators that we can preserve the academic integrity of the University.

Offenses Under the Honor Code

General Responsibilities

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

Offenses proscribed by this section include, but shall not be limited to, those set out in Sections II.B and II.C. Additional guidance concerning the interpretation of Section II of this Instrument may from time to time be issued by the Committee on Student Conduct as provided in Section V.E.

Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
4. **Cheating on examinations or other academic assignments**, whether graded or otherwise, including but not limited to the following:
    - Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);
    - Violating or subverting requirements governing administration of examinations or other academic assignments;
    - Compromising the security of examinations or academic assignments;
    - Representing another's work as one's own; or
    - Engaging in other actions that compromise the integrity of the grading or evaluation process.
5. **Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
6. **Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
7. **Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
8. **Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II.B.

P. Licensure and Certifications

NCSP Certification:

Qualification Standards
To qualify for national certification, a school psychologist must meet established standards of the   National Association of School Psychologists (NASP): **Standards for Training and Field** Placement Programs in School Psychology, Standards for the Credentialing of School Psychologists, Standards for the Provision of School Psychological Services, and Principles   for Professional Ethics.

Certification Requirements
Coursework Requirement: Completion of a 60 graduate semester hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester hours must have been exclusive of credit for the supervised internship experience.

Internship: Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation. Additional information is available from the NSPCS.

Examination: Applicants must achieve a passing score (147) on the National School Psychology Examination administered by the Educational Testing Service; the average range is 162-177. https://www.ets.org/praxis/nasp/requirements Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. The School Psychologist test, code5402, is administered through the Praxis Series of Educational Testing Service. https://www.ets.org/praxis/nc

North Carolina State License for work in the public schools

The SOE Licensure Officer, in the Office of Student Affairs, can assist you in obtaining your North Carolina State License. The application and instructions can be found at http://soe.unc.edu/services/student_affairs/licensure/

The DPI website for licensure is: **http://www.ncpublicschools.org/licensure/administrator/**

North Carolina Psychology Board

Please review the NC Psychology Board web page http://www.ncpsychologyboard.org/ and the FAQ page http://www.ncpsychologyboard.org/frequently-asked-questions-faq/ to determine the form and requirements for your specific situation. The North Carolina Psychology Board also requires a letter from the program, for which you may contact the School Psychology Program Assistant. Once you submit the required form to the Program Assistant, the program will complete the appropriate sections of form , have it signed by the program chair, have it notarized, and then send it on to the NC Psychology Board.

Q. Cultural Competence Online Resources:

http://www.nasponline.org/resources/culturalcompetence/

- **Multicultural Resources from NASP:**
  http://www.nasponline.org/resources/listingm.aspx
  - Multicultural Interest Group
  - *Best Practices V* Resource Page–Best Practices in Multicultural Counseling
  - Comprehensive Handbook of Multicultural School Psychology (Book Review)
  - A Cultural Exploration of the Latino Community
  - Journey Into the Somali Culture
  - Journey to Thinking Multiculturally: A New Series of Articles From School Psychology Students in Multicultural Counseling, by Tonika Duren Green
  - Journey to Thinking Multiculturally: Physically Different
  - Mapping Out Our Multicultural Future: Beyond 2007
- **NASP Cultural Competence Website:**
  http://www.nasponline.org/resources/culturalcompetence/index.aspx This website provides a number of resources to students and mentors which include documents such as: Culturally Competent Assessment and Consultation, Culturally Competent Crisis Response, and Culturally Competent Schools: Guidelines for Secondary School Principals

R. Center for Developmental Science Carolina Consortium on Human Development
For schedule of current, recent and future Consortium Pro-seminars, colloquia and workshops.

http://cds.web.unc.edu/consortium/

University of North Carolina Chapel Hill
Ph.D. in School Psychology
2018 Cohort

PROGRAM OF STUDIES PLANNING FORM

Student's Name	
Semester & Year of Enrollment	*Fall 2018*
Initial Academic Advisor	
Anticipated Track (Circle One)	*Track 1 (4 years)* *Track 2 (3 years) – Program Approval Required*
Dissertation: *Chair*	
Advisor (if separate)	
Reader #2	
Reader #3	
Reader #4	

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 *(Completed prior to Internship)*			
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 also 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, 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. http://soe.unc.edu/academics/phd_schpsyc/program_forms.php 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."

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 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 under "Request to Transfer Course Credit Form"

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.

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APA Discipline-Specific Knowledge

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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.

4. 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.)
5. 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:

4. 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

5. 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.

6. After you've completed this document, please submit it to Dean Bryan in the Student Affairs Office.

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

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- **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

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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.

Content Area	Course Number	Course Title	Semester	Year	University	Grade		Submitted Syllabus (if NOT a core SP Course) with Cover Page	Academic Advisor's Initials
		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 *(This course can fulfill "Dysfunction" OR "Development" but not both.)*							
		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: *Proposal* *(Must be completed PRIOR to Internship)*			UNC				
Doctoral Dissertation	EDUC 994	Doctoral Dissertation: *Defense*			UNC				

Content Area	Course Number	Course Title	Semester	Year	University	Grade	Submitted Syllabus *(if NOT a core SP Course) with Cover Page*	Academic Advisor's Initials
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	2018	UNC			
	EDUC 721 B	School Psychology Externship & Professional Seminar	Spring	2019	UNC			
	EDUC 821 A	School Psychology Externship & Professional Seminar	Fall	2019	UNC			
	EDUC 821 B	School Psychology Externship & Professional Seminar	Spring	2020	UNC			
	EDUC 821 A	School Psychology Externship	Fall	2020	UNC			
	EDUC 821 B	School Psychology Externship	Spring	2021	UNC			
	EDUC 822	School Psychology Internship	Fall	2021	UNC			
	EDUC 822	School Psychology Internship	Spring	2022	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	2018				
	EDUC 719	School Psychology Intervention & Assessment	Spring	2019				
	EDUC 818	School Psychology Intervention & Assessment	Fall	2019				
	EDUC 819	School Psychology Intervention & Assessment	Spring	2020				
Individual Counseling								
Dysfunctional Behavior/Abnormal Psychology / Individual Differences Psychology:	EDUC 762	Child Development & Disability *(This course can fulfill "Dysfunction" OR "Development" but not both.)*						

UNC School Psychology
TRACK 1 (4 Year Program) Doctoral
Program Planning Guide

	Year 1 FALL	Year 1 SPRING	Year 2 FALL	Year 2 SPRING	Year 3 FALL	Year 3 SPRING	Year 4 FALL	Year 4 SPRING
SEMINAR / FIELD EXPERIENCE CORE	EDUC 721 Professional Seminar / Externship (3)	EDUC 721 Professional Seminar / Externship (3)	EDUC 821 Professional Seminar / Externship (3)	EDUC 821 Professional Seminar / Externship (3)	EDUC 821 Externship (3)	EDUC 821 Externship (3)	EDUC 822 Internship (3)	EDUC 822 Internship (3)
SCHOOL PSYCHOLOGY CORE	EDUC 718 Advanced Intervention /Assessment I (3)	EDUC 719 Advanced Intervention / Assessment II (3)	EDUC 818 Advanced Intervention /Assessment III (3)	EDUC 819 Advanced Intervention /Assessment IV (3)				
RESEARCH CORE	Stats I EDUC 710 (3)	EDUC 784 Statistics II (3) EDUC 829 Measurement (3)	EDUC 884 Statistics III (3) OR Advanced Research / Statistical Analysis Course (w/ advisor approval)	Foundation Course (3)	EDUC 994 Dissertation (3)	EDUC 994 Dissertation (3	EDUC 994 Dissertation (3)	EDUC 994 Dissertation (3)
FOUNDATIONS CORE	EDUC 709 Applied Investigation (3)	Foundation Course (3)	Foundation Course (3)	Foundation Course (3)	Foundation Course (3)	Foundation Course (3)		
Hours	Total Hours: 12	Total Hours: 12 to 15	Total Hours: 12	Total Hours: 12	Total Hours: Variable	Total Hours: Variable	Total Hours: 6	Total Hours: 6
Activities	Research Project Involvement	Research Project Involvement	Research Project Involvement	Research Project Involvement	Comp Exam, PRAXIS Exam, & Applying for Internships	Dissertation Proposal		Dissertation Defense

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

Dissertation Writing Resources

Dissertation Writing Resources: Books:

Dissertation Writing Resources: Books

- *Surviving Your Dissertation: A Comprehensive Guide to Content and Process* by Kjell Erik Rudestam and Rae R. Newton
- *Writing the Winning Dissertation : A Step-By-Step Guide* by Allan A. Glatthorn
- *How to Write a Lot: A Practical Guide to Productive Academic Writing* by Paul A. Silvia
- *Finish Your Dissertation Once and For All: How to Overcome Psychological Barriers, Get Results, and Move on with Your Life* by Alison B. Mille
- *Writing the Successful Thesis and Dissertation : Entering the Conversation* by Irene L. Clark, Alfredo Mendoza, Chakarat Skawratananond, and Artis Walker
- *The 7 Secrets of the Prolific: The Definitive Guide to Overcoming Procrastination, Perfectionism, and Writer's Block* by Hillary Rettig
- *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting ,Revising, and Finishing Your Doctoral Thesis* by Joan Bolker
- *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books* by Eviatar Zerubavel

Websites:

http://www.learnerassociates.net/dissthes/amazon.htm
This site has a review of one person's assessment of best books on the dissertation process.

www.DissertationWriting.com
This appears to be a useful site to connect with someone who can advise you and help you edit.

http://www.waldenu.edu/acad-prog/educphd/disserthelp.html
One university's effort to guide students makes suggestions about a time line to writing a dissertation.

http://www.learningcommons.uoguelph.ca/learning/fastfax/procrastination.html This
is a site which makes suggestions about handling procrastination.

http://www.unc.edu/depts/wcweb/handouts/dissertation.html
This site from the University of North Carolina at Chapel Hill Writing Center.

http://www.bc.edu/research/osp/funding/external/dissuport/ This
site offers different possibilities for funding your work.

www.dissertationworkshop.com/bibliography.html

School Psychology Program's Past Dissertations:

Knotek's Dissertations:
http://dc.lib.unc.edu/cdm/search/collection/etd/searchterm/Knotek%2C+Steve./field/facult/mode/exact/conn/and/order/date!creato!title/ad/asc/cosuppress/1

Simeonsson's Dissertations:
http://dc.lib.unc.edu/cdm/search/collection/etd/searchterm/Simeonsson%2C+Rune+J./field/facult/mode/exact/conn/and/order/date!creato!title/ad/asc/cosuppress/1

Sakai Site: Dissertation Resource Site:

Students will be added to this site upon program entry. The site includes student examples of proposals, defense presentations, dissertation final drafts, timelines, guides, and other resources.

Dissertation Proposal & Defense Meeting Checklist:

This checklist is intended to be a guide and may not include every step for each student, however it may provide you some additional guidance in planning for your dissertation proposal and defense meetings.

Prior to Your Dissertation Proposal or Defense:	
Task	*Completed*
Meet with your dissertation chair in order to develop a timeline for your proposal and defense.	
Send out a Doodle Poll with numerous options for meeting times to all members of your committee. Make sure to send this link out early. Meetings will not be held during the fall break, winter break, spring break, or summer breaks.	
You must be registered for dissertation credit at the time of your proposal and defense.	
Gain approval from your *Dissertation Chair* to send out your draft to your committee.	
Submit your draft via email to all members on your committee two weeks prior to your meeting date.	
Confirm with your chair the amount of time you plan to present. (This can vary depending on your chair so make sure to have this confirmed <u>prior</u> to your rehearsal of the presentation.)	
Request a room for your dissertation meeting. You can make this request through the program assistant or from the SOE registrar, Caroline Weaver. Remember to add 15 -30 minutes onto the start time to allow yourself time to set-up.	
Once your room location is determined, visit the room in order to familiarize yourself with its location, set-up, and presentation equipment.	
Contact the SOE IT Staff if assistance is needed for presentation day support.	
Rehearse your presentation keeping in mind your time allocation.	
Remember to send out the room location to your committee members once the room is confirmed.	
Prepare your PPT Presentation for the meeting. Make sure not to use light colored text as many times this is unreadable to the committee.	
Have copies of slides available to all members of your committee. Please make sure that they are "readable" two or three slides on a page is acceptable.	
Try to anticipate if there may be a request for any other information in your meeting such as survey examples or data charts that are not included in the manuscript. Make sure to have at least one copy of these available for your presentation.	
If you are planning to have a phone participant: familiarize yourself to the conference call system in your meeting room. SOE IT may be able to assist you with a quick tutorial prior to your meeting.	
Day of Dissertation Proposal / Defense:	
Plan to arrive at your meeting room 15-30 minutes early in order to set-up.	
Set-Up your computer with the PPT presentation and confirm that the forwarding position works.	
Place a copy of the PPT slides in front of each of the five chairs for each committee member.	
If you have any other information that you anticipate your committee requesting such as survey examples or data charts that are not included in the manuscript have copies available in the center of the table.	
If you have any phone participants remember to call those participants and introduce them to the committee members on campus.	
Typical Format of Meeting	
Your chair will begin the meeting with introductions and steps of the meeting.	
You will present for 20-40 minutes. (The time will be determined by you and your dissertation chair and will be predetermined prior to your meeting.)	
The committee will then ask you questions regarding your study. This questioning period may be approximately 20-40 minutes.	
You will be asked to leave the room so that the dissertation committee can discuss your oral presentation and written document.	
Your dissertation chair will then ask you to return to the room and you will be informed of your result and what your next research steps will be at that point.	

Possible results of the proposal / defense:

ORAL:		
	Pass	
	Fail	
PAPER:		
	Pass	*No Changes Requested*
	Pass w/ Changes	*Changes to the paper are requested and the "Pass" grade will be submitted after your revisions have been submitted and included.*
	Fail	*Student will need to make significant changes to the project and will come back to present to the committee again*

Psychoeducational   Report Writing Resources:

Writing Psychological Reports : A Guide for Clinicians by Greg J. Wolber, William F. Carne, William F. Carne, William F. Carne

Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes by Natalie Rathvon Essentials of Evidence-Based Academic Interventions by Barbara J. Wendling, Nancy Mather

How to Reach and Teach Children with ADD/ADHD: Practical Techniques, Strategies, and Interventions by Sandra F. Rief M.A.

Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School, Melvin D. Levine

Helping Children Learn: Intervention Handouts for School and Home by Jack A. Naglieri, Eric Pickering, Eric B. Pickering

Pre-Referral Intervention Manual : The Most Common Learning and Behavior Problems Encountered in the Educational Environment by Stephen B. McCarney, Angela M. Bauer, Kathy D. Wunderlich, Kathy Cummins Wunderlich, Samm N. (Eds.) House

Essentials of WISC-IV Assessment (Essentials of Psychological Assessment Series) by Dawn P. Flanagan, Alan S. Kaufman

WISC-IV Advanced Clinical Interpretation by Lawrence G. Weiss, Donald H. Saklofske, Aurelio Prifitera, James A. Holdnack, Donald H. Saklofske (Editor)

WISC-IV Clinical Assessment and Intervention: Scientist-Practitioner Perspectives by Aurelio Prifitera (Editor) , Donald H. Saklofske (Editor) , Lawrence G. Weiss (Editor)

Essentials of Cross-BatteryAssessment by Dawn P. Flanagan, Samuel O. Ortiz, Vincent C. Alfonso, Vincent C. Alfonso

Working Memory and Academic Learning: Assessment and Intervention by Milton J. Dehn Essentials

of School Neuropsychological Assessment by Daniel C. Miller

Psychological Report Writing by Norman Tallent

Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports by Edward L. Zuckerman

Essentials of Assessment Report Writing by Elizabeth O. Lichtenberger, Alan S. Kaufman, Nancy Mather, Nadeen L. Kaufman

The Child Clinician's Report-Writing Handbook (Clinician's Toolbox Series) by Ellen Braaten

School Psychology Doctoral Internship Planning Form

Applicant:_____   Anticipated Internship Year:

_____

	Internship Site & Location	Is this an APPIC site?	Is this an APA-approved site?	Is this Site School-Based?	Does this site accept school psych students
1					
2					
3					
4					
5					
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7					
8					
9					
10					
11					
12					
13					
14					
15					
Totals:					