



**SCHOOL OF
EDUCATION**

**The University of North Carolina
at Chapel Hill**

**School Psychology
Ph.D. Program**

Handbook for the 2022 Cohort

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

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 - B. **Doctoral Program of Studies Planning:** https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_B_Doc.-Program-of-Studies.pdf
 - C. **Approved Foundation Courses:** https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_C_Approved-Foundation-Courses-2022.pdf
 - D. **Doctoral Time Line Guide:** https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_D_Doctoral_Timeline_Guide.pdf
 - E. **School Psychology Program Questionnaire:**
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 - F. **Dissertation Proposal and Defense Meeting Checklist:** https://ed.unc.edu/wp-content/uploads/2021/09/SP_Appendix-F-Dissertation_Mtg_Checklist.pdf
 - G. **UNC Graduate School Explanation of Grades:**
<https://handbook.unc.edu/grading.html>
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 - H. **Internship Planning Form:** https://ed.unc.edu/wp-content/uploads/2021/09/SP_Appendix-H-Doctoral_Internship_Planning_Form.pdf
 - I. **School Psychology Doctoral Extern Field Placement Agreement:**
https://ed.unc.edu/wp-content/uploads/2021/09/SP_Appendix-I-Externship_Agreement.pdf
 - J. **School Psychology Doctoral Advanced Extern Evaluation form:**
https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_J_Externship_Eval_Fall2022.pdf
 - K. **School Psychology Doctoral Intern Evaluation form:**
https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_K_Internship_Eval_Fall2022.pdf
 - L. **School Psychology Request for Two Externship Placements:**
https://ed.unc.edu/wp-content/uploads/2021/09/SP_Appendix-L-Request-for-2-Externship-Placements-Form.pdf
 - M. **Request to Review Course for Transfer Credit:** <https://handbook.unc.edu/coursecredit.html>
 - N. **Sch. Psychology Application to Sit for Comp. Exams:**
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 - O. **Sch. Psychology Application to apply for Internship:**
https://ed.unc.edu/wp-content/uploads/2022/10/SP_Appendix_O_-_Application-to-Apply-to-Internships-4-8-22.pdf

I. School Psychology Program Overview

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) <https://www.apa.org/> and approved by the **National Association of School Psychologists** <https://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, ~~hospitals, clinical settings,~~ 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 public schools. Students are eligible for national certification as a school psychologist (NCSP, applicants must have at least 600 hours of supervised ~~extension~~ ~~and~~ ~~or~~ ~~internship~~ or pre-internship hours in the schools.) Consistent with program goals and objectives, the faculty expects that all doctoral graduates will obtain the appropriate credentials as a 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 field-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 three 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:

<https://ed.unc.edu/people/steve-knotek/>

Research interests: Consultation, intervention research, non-cognitive factors in development, developmentally positive environments, youth and sports.

Sandra Evarrs, Ph.D.

Clinical Associate

Professor

evarrs@email.unc.edu

<https://ed.unc.edu/people>

[/sandra-evarrs/](https://ed.unc.edu/people/sandra-evarrs/)

Research interests: Autism, developmental disabilities, psychoeducational assessments, special education, ethics and law, and child development

Marisa Marraccini, Ph.D.

Assistant Professor

mmarracc@unc.edu

<https://ed.unc.edu/people/marisa-e-marraccini/>

Research interests: Suicide assessment and prevention; Application of academic and social context to inform hospital intervention for adolescents; Supporting high-risk adolescents; and Research methodology.

Rune J. Simeonsson, Ph.D., MSPH

Emeritus Professor of School Psychology and Special Education Fellow, FPG Child Development

Institute rsimeon@email.unc.edu : <https://ed.unc.edu/people/rune-j-simeonsson/>

Research interests: development and disability, primary prevention, developmental assessment and evaluation.

Supporting Faculty

Dorothy Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

espelage@unc.edu

<https://ed.unc.edu/people/dorothy-espelage/>

Research interests: Prevention of bullying; Project SOARS; and translating empirical findings into prevention and intervention programming

Stephen R. Hooper, Ph.D.

Associate Dean, Professor and Chair Department of Allied Health Sciences UNC-CH

<https://www.med.unc.edu/psych/directory/stephen-hooper/>

Kara Hume, Ph.D.

Associate Professor, Special Education

kara.hume@unc.edu

<https://ed.unc.edu/people/kara-hume/>

Research interests: Increasing access to intervention for individuals with developmental disabilities; Secondary Education and ASD

Laura Klinger, Ph.D.

Executive Director, TEACCH Autism Program Associate Professor UNC Department of Psychiatry

<https://www.med.unc.edu/psych/directory/laura-klinger/>

919-966-8183

Robert Martinez, Ph.D.

Assistant Professor, School Counseling

rrmartin@email.unc.edu

<https://ed.unc.edu/people/robert-r-martinez-jr/>

Research interests: Creating culturally relevant programming and counseling services for Latinx youth and vulnerable populations

School of Education Faculty Teaching Required or Elective Courses

The following School of Education faculty frequently teach 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

Lora Cohen-Vogel, Ph.D. – Policy and Program Evaluation

Jeffrey Greene, Ph.D. – Cognition

Dana Griffin, Ph.D. - Multicultural Counseling

Sherick Hughes, Ph.D. – Mixed Methods

Jill Hamm, Ph.D. – Development

Harriet Able, Ph.D. - Development

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

Program Administrative Specialist Adv. School

Counseling and School Psychology

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919-843-1904

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: <https://ed.unc.edu/academics/programs/school-psychology>. 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:

<https://ed.unc.edu/academics/programs/school-psychology/curriculum-and-courses/>;
<https://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 to three years have a 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 to help the students 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 the course syllabus for School Psychology Doctoral Externship 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 Center for Autism and Brain Development
- Duke ADHD Clinic
- Wake County Schools
- Durham County Schools
- Guilford County Schools

- Chapel Hill Carrboro City Schools
- Carolina Institute for Developmental Disabilities
- Central Regional Hospital: Child and Adolescent Units
- Duke Child Developmental and Behavioral Health Clinic
- El Futuro
- Lucy Daniels Center
- Calhoun Psychology PLLC
- Whitaker Psychiatric Residential Treatment Facility
- 3-C Family Services
- TEACCH (Treatment and Education of Autistic and Communication related handicapped Children)
- Murdoch Center for Developmental Disabilities
- UNC Rehabilitation Center
- UNC Hospitals Department of Psychiatry Inpatient Child and Adolescent Unit

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:

Summer placement requires approval by the program prior to beginning training at the agency/school. Complete, sign, and submit the "Externship Agreement Document" (See S.P. Handbook Appendix I) prior to the last day of classes in the spring semester.

Register for a minimum of one credit hour of Externship over the summer session. (You must be re-registered as a student during the summer in EDUC 821 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.

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 particularly 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.

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.

Credit Hours during Internship

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 will be spread across the internship year and may vary from student to student. Most students will register for 2 hours in the fall semester, 2 in the spring semester, and 1 in summer session I. Some students will register for 2 hours in the fall, 2 in the spring, and 1 each summer session. 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.

Students must have a total of 6 internship credit hours for graduation.

You are not required to attend an American Psychological Association (APA) approved or Association of Psychology Postdoctoral and Internship Centers (APPIC) approved internship site, though doing so may meet your career goals and your training objectives (note that APA and APPIC approved internships meet Council of Directors of School Psychology Programs [CDSPP] standards). Students should work to meet as many expectations as possible. Remember that we report to APA whether your internship meets CDSPP requirements. Meeting CDSPP requirements will also help you with national school psychology certification and meeting APA requirements will help with state level psychology licensure in the future.

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.

CDSPP

Students are required to attend an internship that complies with the most recent Council of Directors of School Psychology Programs (CDSPP) guidelines for internship (located on the CDSPP website: <http://www.cdspp.net>) and that is approved by the program.

The program makes the following modifications to the CDSPP guidelines:

- Research activity may not exceed 20% of the internship time. (The UNC School Psychology Program will only approve up to four hours a week of research during internship.)

Students who complete an internship that is not approved by APA/APPIC may participate in the UNC School Psychology Internship Program. 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 may have prescribed activities by the program, including but not limited to attending workshops and presentation at NCSPP 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 (see syllabus) and follow all procedures. Students should not pursue any contact 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 their own. The program and the internship agency/school develop the internship with input from the student. Contractual agreements are signed by all interested parties.

APA

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.

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

Internship and Graduation

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 the following December.

Internship Application Process

Timeline: Please note the Program Timeline Appendix. 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, as well as additional information listed below.

Before Year of Internship Application: During your second and/or third years in the program you should identify sites that fit with your professional goals. You should 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 website. You will also prepare essays as outlined on the APPIC website. Note, however, that specific requirements vary across sites, and it is your responsibility to prepare additional materials required (e.g., transcripts from current and previous institutions, redacted case reports, etc.)

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" (see also S.P. Handbook appendices).

At Start of Academic Year of Application: Prior to completing your internship applications, you are required to meet with the internship supervisor. You are encouraged to review your list of sites and application materials with the supervisor.

At the beginning of the fall of the year in which you apply for internship, 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 and the internship supervisor. You should hold these meetings within the first 2-3 weeks of classes, during the year you will be applying. You and your adviser and/or internship supervisor should have a detailed discussion of your career goals and how any ideas you have about internship sites match these goals. Your advisor will indicate which sites they support, 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.

Internship Requirements:

UNC Program Requirements: Prior to initiating any application, you must submit the internship checklist to the school psychology program (deadlines vary by year but are usually due at the start of the fall semester) to demonstrate you have met program requirements for applying to internship. Specific UNC School Psychology requirements include:

- Completion of all course work, or final required course work in program
- Completion of Comprehensive Exams (Written and Oral)
- All incomplete grades removed with change of grade posted
- Successful completion of dissertation proposal
- Recommended: Passing scores on PRAXIS III submitted to SOE

You are also required to schedule a brief meeting with the Director of Clinical Training and provide them with the following information **at least 30 days prior to the first**

application deadline:

- Names of each of the sites that have been approved for you to apply
- Hours logs
- Summary of your ideal site
- Summary of your clinical/school, research, service, and other relevant experiences
- What you hope to gain/consolidate at the site
- Your clinical strengths
- Your future goals

We strongly encourage you to request letter writers (for your application) at least 60 days' notice, providing similar information according to the letter writers' request.

Internship Site Requirements: In addition to the UNC School Psychology Program requirements, individual sites may also require completion of additional milestones. It is your responsibility to be aware of such requirements throughout the application process.

The APPIC application identifies what individual programs require related to your dissertation proposal and defense for attending an internship. Internships may require any of the following, so you should carefully attend to how the completion of your program milestones align to those required by specific sites.

- Successful proposal defense prior to applying
- Successful proposal defense prior to accepting
- Successful proposal defense prior to attending
- Complete dissertation defense prior to applying
- Complete dissertation defense prior to accepting
- Complete dissertation defense prior to attending

Logging Hours on your APPIC application Q & As

Q: How old can my experiences be? (2 yrs, 4 yrs., 8 yrs. 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 if they are in the context of an academic program in a masters or doctoral degree. It is quite common for students in a doctoral 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-level 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.

CDSPP Doctoral Internship Guidelines: 2017: <https://education.uky.edu/edp/wp-content/uploads/sites/4/2019/01/2017-Published-CDSPP-Internship-Guidelines.pdf>

National Association of School Psychologists (NASP) 2010. *Standards for Graduate Preparation of School Psychologists*. Bethesda, MD: Author.

Licensure and Certifications

Licensure for practice in the NC schools

Make sure you apply for your NC licensure through the School of Education: <https://ed.unc.edu/academics/licensure/> for the most efficient process. 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 that the program submits on your behalf. You are to write to the Program Support Specialist 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 Support Specialist, 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 of school experience in an official externship, or previous graduate-level school-based experience 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 anyone 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

You will need to collect several documents when submitting your application for licensure. Please visit <https://www.ncpsychologyboard.org/applications/application-for-licensure/#supform> for the most up to date information. The current Health Services Provider application is listed here, and information that may be required and important to track is listed below.

<https://www.ncpsychologyboard.org/data/Documents-2022/HSP1Web2022-FEB.pdf>

Sample of Intern Report of Internship Site Characteristics

You may 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. Your Name:	2. Your supervisor
3. Title of internship:	4. Location: City and State:
4. Exact beginning 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. APPI approved	___ 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: (Y1) (Y2)	___ YES ___ NO

[American Psychological Association of Graduate Students \(APAGS\): https://www.apa.org/apags/](https://www.apa.org/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.

C. Communication and 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 academic adviser can also discuss your research interests, teaching interests, or ways to become involved in ongoing projects related to your interests. Your academic adviser will also help you address such situations as the need to reduce your course load or take a medical leave of absence. Your academic 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 the initiative in setting an appointment.

First and Second Year Students:

Faculty members meet with students as a cohort 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.

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 School of Education, the Psychology Department and the 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 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 Faculty Excellence, 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. 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 experience.

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 and UNC Graduate School, 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: <https://gradschool.unc.edu/>

Attendance at professional organizations is an important aspect of professional development that 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.

D. 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 <https://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.

E. 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, but typically the professor requires outstanding work to be completed within the next semester.

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 medical leave, or a leave for other approved reasons.

F. Graduate School Policies Concerning Registration (<https://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 approved 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 will 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.

Registration requirement information may be found in the Graduate School Handbook: <https://handbook.unc.edu/registration.html>

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 and 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 been approved 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 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 <https://www.dpi.nc.gov/educators/educators-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 full-time 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 full-time academic years of graduate study which includes completing 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.

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.

B. Doctoral Written and Oral Comprehensive Examination

Purpose: A comprehensive examination is required of all students in the School Psychology Ph.D. 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 submit an *Application to Sit for Comprehensive Exams* the semester prior to the examination semester. 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 the following in writing, to the doctoral examination coordinator by February 1, for the spring semester, or by September 1, for the fall semester.

- Register as a full-time student for the semester in which the examination is taken
- Requested and received Sch. Psychology faculty confirmation of your Dissertation Chair
- Completed your registration to take the PRAXIS NCSP Exam
- Currently, only permanent grades are posted on your transcript (no "Incomplete")
- Currently, only grades of "High Pass" or "Pass" are posted on your transcript

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. 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.

The School Psychology Program approves the examination and develops the common evaluation questions. 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
- Program evaluation
- Research/Experimental design (group and single case designs)
- 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, and federal policies influencing practice
- Current issues in school psychology

Comprehensive Exam Concepts and Terms:

- APA Ethical Principles of Psychologists and Code of Conduct General Principles
- Informed Consent
- FERPA
- HIPAA
- Section 504 of the ADA
- Tarasoff I and II
- APA Peer Monitoring
- IDEIA: Parts A, B, and C
- IDEIA Procedural Safeguards
- FAPE
- LRE
- Court cases about the placement of minority children in special education

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 academic advisor provides feedback to the student on their performance. A student who passes all the questions will be noted as having passed the comprehensive written 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 or two questions:

- ❑ Rewriting the specific questions under the same test conditions as the original examination.
- ❑ Responding to different questions within the same domain 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 presentation. For an oral presentation, two faculty members will be present, who will determine whether 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 academic advisor about this feedback. A student's academic advisor should then provide information on the format of the oral 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.

The oral examination is administered by at least 2 Sch. Psychology faculty. The faculty will ask questions of the student, typically while seated around a table; this is a professional activity and should be treated accordingly.



**University of North Carolina Chapel Hill
Doctoral School Psychology Program**

Application to Sit for Comprehensive Examinations

Semester: ____ Year: _____

Applicant's Name	
Enrollment Year	20__
Internship Year	20__ - 20__

Academic Advisor	
SP Dissertation Chair	
PRAXIS Examination Date	__ / __ / __

Doctoral Milestone Questions:	Yes	No
Have you submitted this completed application to the school psychology program assistant by February 1 st for the spring exam or September 1 st for the fall exam?		
Are you currently registered as a full-time student this semester?		
Have you requested and received confirmation from a school psychology faculty member to serve as your Dissertation Chair?		
Have you <u>completed</u> your registration to take the PRAXIS NCSP Exam?		
Currently, on your transcript do you have only permanent grades posted? <i>(If you have a temporary grade of "Incomplete" please identify the course, semester, and plan to resolve the grade below.)</i>		
Currently, on your transcript do you have only grades of "High Pass" and "Pass"? <i>(If you have earned any grades of "Low Pass" or "Fail" identify the courses and grades below.)</i>		

Have you either completed or are currently enrolled this semester in the following required course work?					
	Yes	No		Yes	No
Biological Aspects of Behavior			Statistical Analysis of Educational Data I (EDUC 710)		
Cognitive Aspects of Behavior			Statistical Analysis of Educational Data II (EDUC 784)		
Affective Aspects of Behavior			Psychometrics: Applied Measurement Theory (EDUC 829)		
Social Aspects of Behavior			Individual & Cultural Diversity		
Developmental Aspects of Behavior			Dysfunctional Behavior/Abnormal / Individual Differences		
Research Methods (EDUC 824)			Individual Counseling		

Additional information provided by applicant regarding any answers of "no":

Please submit this application to the program assistant by the due date posted to be considered for the exam.

C. PRAXIS: All doctoral students are required to take and pass the School Psychology PRAXIS (5402) 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 (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 for the total examination is 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 examination is considered a summative evaluation of doctoral students. Not only is the PRAXIS test a requirement of the program, but it also is required to apply for your NCSP (National Certified School Psychologist) credential.

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 full dissertations prior to initiating their internship. UNC Graduate School guidelines for theses and dissertations: <https://gradschool.unc.edu/academics/thesis-diss/>

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 Sch. Psychology 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 especially important, not only for your dissertation, but for your career goals, and for your internship selection. You begin by asking a member of the Sch. Psychology 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 core faculty 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 meeting.

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 logistics of the dissertation. In some circumstances, another faculty member might be better to advise the dissertation and is considered both the chair and adviser. 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:* Select a faculty member to chair the doctoral committee. The

chair of your committee must be a tenure-track core faculty member in the School Psychology Program.

- 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. Further guidelines for committee composition and other dissertation requirements can be found in the Graduate Student Handbook available online at: <https://handbook.unc.edu/pdf/handbook.pdf>

Doctoral forms may be found here:

<https://gradschool.unc.edu/academics/resources/forms.html>

Summer proposals are prohibited.

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:

Summer dissertation defense is prohibited.

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 <https://handbook.unc.edu/pdf/handbook.pdf> and the Dissertation Resource Sakai Site. Please note that students must apply for graduation and meet all Graduate School requirements for clearance (Graduate School Handbook pp. 17-18) prior to graduation.

E. Forms and Procedures for Doctoral Students

School Psychology Doctoral Milestone Procedures:

The following tasks and forms are required at different times during your career as a doctoral student in the School Psychology Ph.D. Program. Contact your advisor, or the Student Affairs office if you need additional guidance.

Milestone 1: Program of Studies

Program of Studies forms are tools to help you plan your studies and create a course schedule that meets APA requirements, and fits the appropriate track to completion for the School Psychology Ph.D.

Milestone 2: Pre-Comps

Please see section **III. B: Doctoral Written and Oral Comprehensive Examination of the School Psychology Handbook** to access guidelines for the School Psychology Comprehensive Exam process, which is different from that of the Ph.D. in Education.

Milestone 3: Doctoral Exam Report Parts I & II

The Doctoral Exam Report is one form. Complete Parts I & II after your Comprehensive Exams. Complete Parts III & IV after you have defended your Dissertation. Students will need to work with their Program Administrative Support Specialist (PASS) to complete Parts I and II and Parts III and IV through DocuSign. The Office of Student Affairs will process with the Graduate School.

Milestone 4: Dissertation and Committee Proposal Form

Once you have completed your Comprehensive Examinations, you need to complete the Committee Composition form. Part I is used to report committee member names and relevant faculty status. Part II is used to report approval and title of dissertation project. For information on the approval of committee members needing graduate faculty status approval, please see: <https://gradschool.unc.edu/facultystaff/faculty/>. The Committee Composition form should be on file with the Graduate School before, or filed concurrently with, any action reflecting their approval. Students will need to work with their Program Administrative Support Specialist (PASS) to complete Parts I and II

through DocuSign. The Office of Student Affairs will process with the Graduate School.

Milestone 5: Doctoral Exam Report Parts III & IV

Use the same form as above from Milestone 3. Students will need to work with their Program Administrative Support Specialist (PASS) to complete Parts I and II through DocuSign. The Office of Student Affairs will process with the Graduate School. Complete Parts III & IV after you have defended your Dissertation.

Questions about the DocuSign® process for doctoral milestones should be directed to the School Psychology Program Admin. Support Specialist or soestudentaffairs@unc.edu

Forms re: Externship and Internship

The following can be found online at <https://ed.unc.edu/academics/programs/school-psychology/externship-internship/>

- Doctoral Externship Agreement
- 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.)

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 several 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 two 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. School of Education appeals process: <https://ed.unc.edu/current-students/administrative-appeals/>

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: <https://handbook.unc.edu/policies.html>

- Honor Code: <https://catalog.unc.edu/policies-procedures/honor-code>
- Ethics in Research: <https://gradschool.unc.edu/academics/resources/ethics.html>
- Family Educational Rights and Privacy Act (FERPA):
<https://www.med.unc.edu/ome/registrar/ferpa/>; <https://privacy.unc.edu/protect-unc-information/ferpa/>
- Illegal Drug Policy: <https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=132140>
- Immunization Requirements: <https://campushealth.unc.edu/services/immunizations>
- Improper Relationships between Students and Employees:
<https://hr.unc.edu/employees/policies/relationships-students-employees/>
- Non-discrimination Policy: <https://gradschool.unc.edu/studentlife/policies/>
- Racial Harassment Policy: <https://eoc.unc.edu/our-policies/ppdhrm/>
- Sexual Harassment Policy: <https://eoc.unc.edu/our-policies/ppdhrm/>
- Sexual Assault Response Plan: <https://eoc.unc.edu/our-policies/ppdhrm/>;
<https://campushealth.unc.edu/urgent-needs/sexual-assault-response>
- Graduate Student Parental Leave Policy:
<https://handbook.unc.edu/medical.html#parental>

Connect Carolina contains a personal webpage provided to each student at UNC. In order to access your page, you must have an Onyen (<https://its.unc.edu/service/onyen-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: <https://writingcenter.unc.edu/>; <https://writingcenter.unc.edu/esl/esl-mini-courses/>

Academic Writing for Graduate Students: <https://writingcenter.unc.edu/>; <https://writingcenter.unc.edu/esl/resources/>

This 8-week course will provide an overview of academic writing at the graduate level and focus on critical tasks in graduate writing: <https://writingcenter.unc.edu/esl/esl-mini-courses/>

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/AmericanEnglishPronunciation>
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.
<https://writingcenter.unc.edu/esl/writing-groups/>

Speaking Groups

Language and culture discussions with American and international students Registration required: : <https://writingcenter.unc.edu/esl/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. <https://writingcenter.unc.edu/esl/resources/>

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:
<https://handbook.unc.edu/grading.html>

Tuition appeals may be made by following information at the following website: <https://handbook.unc.edu/tuition.html>

Information on appeals related to tuition residency can be found at the following:
<https://gradschool.unc.edu/studentlife/resources/residency/>

C. Campus Services

Many other services are available to students throughout the UNC campus. These include legal services <https://carolinaunion.unc.edu/news-and-events/news/getting-know-student-legal-services>; <https://caps.unc.edu/>; the Writing Center: <https://writingcenter.unc.edu/>; and The Odum Institute (for assistance with survey writing and data analysis, both quantitative and qualitative): <https://odum.unc.edu/>

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: <https://campushealth.unc.edu/services/medical-records/forms>

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 <https://campushealth.unc.edu/>. Upon completion on the required health requirements, the health forms are to be returned to:

U.N.C.
School of Education
CB# 3500,
PE 1028
Peabody Hall
Chapel Hill, NC 27599
919-962-2468

Criminal Background Check

For students to complete externships 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.

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: <https://research.unc.edu/human-research-ethics/>. 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 hold a cohort meeting 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 assistantships 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 <https://handbook.unc.edu/assistantships.html>.

Other financial support is available in the Office of Scholarships and Student Aid, which provides financial aid in the form of graduate student loans. All prospective students apply for financial aid by completing the materials provided by the Student Aid Office. Financial aid materials can be obtained by contacting the Office of Scholarships and Student Aid

<https://studentaid.unc.edu/contact-us/staff-information> at:

Office of Scholarships and Student Aid
University of North Carolina at Chapel Hill
111 Pettigrew Hall, CB# 2300
Chapel Hill, NC 27599-2300

Questions regarding financial support can be found at
<https://studentaid.unc.edu/faqs/> ;
<https://studentaid.unc.edu/graduate/professional-schools/>

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 (<https://housing.unc.edu>) SASB Building
North, 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: <https://gradschool.unc.edu/academics/degreeprograms/>

Applying for Financial Aid
<https://studentaid.unc.edu/faqs>

Tuition Remission and Tuition Rewards
<https://gradschool.unc.edu/funding/basics/tuitionremission.html>

Residency Requirement
<https://gradschool.unc.edu/studentlife/resources/residency/>

Graduate School Funding
<https://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** (<https://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** (<https://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 <https://americareads.as.ucsb.edu/> 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** <https://nces.ed.gov/surveys/ruraled/resources.asp> 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 accommodation that may be needed to assist your learning needs. Also, please meet with the

Accessibility Resources and Services team:

<https://ars.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 and Professional Student Government

<http://soegrad.web.unc.edu/>; <https://gpsg.unc.edu/>; <https://ed.unc.edu/current-students/student-organizations/>

The Graduate and Professional Student Government (GPSG) is an organization for graduate students that promotes advocacy, collaboration, and empowerment.

Graduate Student Association: <https://ed.unc.edu/current-students/student-organizations/>

The GSA 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 <https://apadivision16.org/about-apa-division-16/>. In addition, students can join the Graduate Student Association. Please see the GSA website 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 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.

https://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. <https://www.nasponline.org/professional-development/nasp-annual-convention-x40604>

APA Student Travel Award

<https://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 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.

For further information and application materials, please visit the website: <https://www.apa.org/about/awards/scidir-stutrav>.

James J. Gallagher Dissertation Award

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. ; https://fpg.unc.edu/sites/fpg.unc.edu/files/about_fpg/FPG_Gallagher-Dissertation-Award.pdf

The amount of the award for 2022 is \$4,500. 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. 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 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 or a pre-internship setting. The internship must be recognized through institutional (transcript) documentation.

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 <https://ed.unc.edu/academics/licensure/>

The DPI website for licensure is: <https://www.dpi.nc.gov/educators/educators-licensure>

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 Admin. Support Specialist (PASS). Once you submit the required form to the PASS, 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.

P. Cultural Competence Online Resources:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/cultural-competence;>

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts>

- **Multicultural Resources from NASP:**
<https://apps.nasponline.org/search-results.aspx?q=multicultural+resources>
 - [Multicultural Interest Group](#)
 - *Best Practices* / 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:** <https://www.nasponline.org/resources-and-publications/resources-and-podcasts> 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](#)



University of North Carolina Chapel Hill
Doctoral School Psychology Program
 2022 Cohort Program of Studies Planning Form

Student's Name				Dissertation	
Enrollment Start	Fall, 2022			SP Faculty Chair (& advisor)	
Academic Advisor				Reader #1 (or Advisor)	
Plan of Study (Check One)	Accelerated*	3 years		Reader #2	
	Standard	4 years		Reader #3	
	Advanced	5 years		Reader #4	
*Accelerated Plan requires <i>Program Approval</i>				<i>Committee is composed of five members.</i>	

Doctoral Milestone	Prerequisite to Milestone	Date Planned	Date Completed
Identify School Psychology Dissertation Chair	<i>Requested and received confirmation from a school psychology faculty member to serve as your Dissertation Chair</i>	Spring 2024	
Apply to program to sit for Comprehensive Examination	<i>Refer to "Application to Sit for the Comprehensive Examination" Checklist</i>	Spring 2024	
Register to take the PRAXIS NCSP Exam	<i>Successful completion of first 3 semesters of coursework and registration in fourth semester</i>	Spring 2024	
Written Comprehensive Examination	<i>After applying, approval granted from faculty</i>	Spring 2024	
Oral Comprehensive Examination	<i>Pass written comprehensive exam</i>	Spring 2024	
Apply to program to confirm eligibility to apply for internship.	<i>Refer to "Application to Apply to Internship Sites" Checklist</i>	Spring 2024	
PRAXIS NCSP School Psychology Exam	<i>Successful completion of first 3 semesters of coursework and registration in fourth semester</i>	Summer 2024	
Apply to APPIC Doctoral Internship	<i>After submitting your application to the program to confirm eligibility and approval is granted</i>	Fall 2024	
Apply to Non-APPIC Doctoral Internship	<i>After submitting your application to the program to confirm eligibility and approval is granted</i>	Early Spring 2024	
Dissertation Committee Composition	<i>Requested and received confirmation from four additional committee members with approval from your Dissertation Chair</i>		
Dissertation Proposal	<i>Pass Both Comp Exams & EDUC 994 registration</i>	Spring 2025	
History & Systems: 2 Paper Submissions	<i>N/A</i>		
Doctoral Internship	<i>History & Systems Papers Proposal Defense Passed by Spring prior to internship</i>	July 2025- June 2026	
Dissertation Defense	<i>Dissertation Proposal Passed & EDUC 994 registration</i>	Spring 2026	
Apply for Post-Doctoral Position		Spring 2026	
Apply for Graduation	<i>Refer to UNC Graduate School Graduation Guidelines.</i>	Spring 2026	

Content Area	Course	Course Title	Semester	Year	University	Grade	Approved Transfer Courses	
							Officially Transferred to UNC	Advisor's Initials
APA IR C-7 D. Category 1: HISTORY & SYSTEMS OF PSYCHOLOGY								
History and Systems of Psychology	Cross-CourseEmbedded	History and Systems of Psychology Competencies	Date of Theorist Paper Submission: _____ Date of History of School Psychology Paper Submission: _____					
APA Discipline-Specific Knowledge Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY								
Biological Aspects of Behavior (3)	EDUC 763	Biological Bases of Children's Development (EOY)						
Cognitive Aspects of Behavior (3)		<i>Refer to Approved Course List</i>						
Affective Aspects of Behavior (3)	Cross-CourseEmbedded	Affective Aspects of Behavior Competencies						
Social Aspects of Behavior (3)		<i>Refer to Approved Course List</i>						
Developmental Aspects of Behavior (3)	EDUC 762	Child Development & Disability* (EOY)	Spring	2023				
APA IR C-7 D. Category 4: RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS								
Research Methods (3)	EDUC 824	Fundamentals of Educational Research	Fall	2022				
Statistical Analysis (9)	EDUC 710	Statistical Analysis of Educational Data I	Fall	2022				
	EDUC 784	Statistical Analysis of Educational Data II	Spring	2023				
	AdvancedStatistical/Research Course	<i>Refer to Approved Course List</i>						
Psychometrics (3)	EDUC 829	Applied Measurement Theory for Education (EOY)						
APA C-8D. I. RESEARCH								
Doctoral Dissertation	EDUC 994	Doctoral Dissertation: <i>Proposal (Must be completed by the Spring semester prior to Internship)</i>			UNC		N/A	

Doctoral Dissertation	EDUC 994	Doctoral Dissertation: <i>Defense</i>			UNC		N/A	

Content Area	Course	Course Title	Semester	Year	University	Grade	Approved Transfer Courses	
							Officially Transferred to UNC	Advisor's Initials
APA C-8D. FIELD EXPERIENCE & II. ETHICAL AND LEGAL STANDARDS								
Field Experience & Ethical and Legal Standards	EDUC 720	School Psychology Professional Doctoral Seminar	Fall	2022	UNC		N/A	
	EDUC 820	School Psychology Professional Doctoral Seminar	Spring	2023	UNC		N/A	
	EDUC 721 I	School Psychology Externship	Fall	2022	UNC		N/A	
	EDUC 721 II	School Psychology Externship	Spring	2023	UNC		N/A	
	EDUC 821 I	School Psychology Externship & Professional Seminar	Fall	2023	UNC		N/A	
	EDUC 821 II	School Psychology Externship & Professional Seminar	Spring	2024	UNC		N/A	
	EDUC 821 III	School Psychology Externship	Fall	2024	UNC		N/A	
	EDUC 821 IV	School Psychology Externship	Spring	2025	UNC		N/A	
	EDUC 822	School Psychology Internship	Fall	2025	UNC		N/A	
	EDUC 822	School Psychology Internship	Spring	2026	UNC		N/A	
APA C-8D. III. INDIVIDUAL AND CULTURAL DIVERSITY								
Individual & Cultural Diversity (3)		<i>Refer to Approved Course List</i>						
Dysfunctional Behavior / Abnormal / Individual Differences (3)	EDUC 762	Child Development & Disability <i>(This course can fulfill "Dysfunction" OR "Development" but not both; offered every other year.)</i>	Spring	2022				
APA C-8D. VII. INTERVENTION & VI. ASSESSMENT								
Intervention & Assessment Core (12)	EDUC 718	School Psychology Intervention & Assessment I	Fall	2021				
	EDUC 719	School Psychology Intervention & Assessment II	Spring	2022				
	EDUC 818	School Psychology Intervention & Assessment III	Fall	2022				

	EDUC 819	School Psychology Intervention & Assessment IV	Spring	2023				
Individual Counseling (3)								

** This course can fulfill only one requirement.*

EOY This course is offered every other year.

Standard Plan 4-Year Program Planning Guide

Year	1 st Year				2 nd Year				3 rd Year				4 th Year							
Semester	FALL		SPRING		FALL		SPRING		FALL		SPRING		SUMMER 2		FALL		SPRING		SUMMER 1	
Field Experience	EDUC 721 Externship	3	EDUC 721 Externship	3	EDUC 821 Prof. Sem. & Adv. Externship	3	EDUC 821 Prof. Sem. & Adv. Externship	3	EDUC 821 Externship	3	EDUC 821 Externship	3	EDUC 822 Internship	1	EDUC 822 Internship	2	EDUC 822 Internship	2	EDUC 822 Internship	1
Professional Sem. Ethical & Legal Standards	EDUC 720 Prof. Sem.	3	EDUC 820 Prof. Sem.	3																
Intervention & Assessment	EDUC 718 Intervention & Assessment	3	EDUC 719 Intervention & Assessment II	3					EDUC 818 Intervention & Assessment III	3	EDUC 819 Intervention & Assessment IV	3								
Research Methods & Statistical Analysis	EDUC 710 Statistics I	3	EDUC 784 Statistics II	3	Advanced Research / Statistical Analysis Course	3	Foundation	3	EDUC 994 Dissertation	3	EDUC 994 Dissertation	3	EDUC 994 Dissertation	3	EDUC 994 Dissertation	3				
Category 2: Basic Content Areas in Scientific Psychology	EDUC 824 Found of Educ Research	3	Foundation	3	Foundation	3	Foundation	3	Foundation	3	Foundation	3								
Total Hours	15		12-15		12		12		6-9		6-9		1		5		5		1	

<p>Milestones</p>		<input type="checkbox"/> Apply for 2 nd Year Advanced Externship	<input type="checkbox"/> Register for the PRAXIS NCSP Test	<input type="checkbox"/> Apply for 3 rd Year Advanced Externship <input type="checkbox"/> Apply to take Comps (Submit Checklist) <input type="checkbox"/> Pass Written Comps <input type="checkbox"/> Pass Oral Comps <input type="checkbox"/> Pass the PRAXIS	<input type="checkbox"/> Apply for Internships (APPIC)	<input type="checkbox"/> Apply for Internships (Non-APPIC) <input type="checkbox"/> Pass Dissertation Proposal	<input type="checkbox"/> Write Dissertation	<input type="checkbox"/> Write Dissertation	<input type="checkbox"/> Pass Dissertation Defense <input type="checkbox"/> Apply for Post-Doc <input type="checkbox"/> Apply for August Graduation	
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CURRICULUM:

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

COMPLETING YOUR POS:

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

APPROVED COURSES:

Approved Courses are listed online under the resources section of the program's website. These course offerings will be updated periodically. Confirmation by the advisor is needed to take a course not currently listed on the "approved course list." http://soe.unc.edu/academics/phd_schpsyc/program_forms.php

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

TRANSFER CREDIT:

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

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

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

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

APA Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology

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.

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:		
<i>Task</i>		<i>Completed</i>
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 <i>Dissertation Chair</i> 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, Lisa Johnson. 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	
	Pass w/ Changes Fail	
		<p><i>No Changes Requested</i></p> <p><i>Changes to the paper are requested and the "Pass" grade will be submitted after your revisions have been submitted and included.</i></p> <p><i>Student will need to make significant changes to the project and will come back to present to the committee again</i></p>

VI: Appendices and Web Links: (See School Psychology website: Program Handbooks to access current appendices): https://ed.unc.edu/current-students/guides-handbooks/#sp_handbooks

