

# Student Handbook

# Ph.D. in School Psychology

Revised Summer 2013

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# PROGRAM OVERVIEW PH.D. SCHOOL PSYCHOLOGY

This Handbook provides information about policies and procedures for the management and completion of the Ph.D. program in school psychology housed in the Department of School Psychology at the University of Northern Colorado. Students are responsible for familiarizing themselves with all information in this handbook as well as in the UNC Catalog (see UNC website <a href="http://unco.smartcatalogiq.com/current/Graduate-Catalog.aspx">http://unco.smartcatalogiq.com/current/Graduate-Catalog.aspx</a>) that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the

responsibility as their training progresses, culminating in a pre-doctoral internship and independent dissertation research. Throughout the program, the research-practice connection is stressed through a focus on evidence-based problem solving and exposure to and practice with a variety of empirical methods. Students who successfully complete the PhD are eligible for state department licensure as a school psychologist. With additional supervision, graduates are able to obtain licensure as a psychologist through the state licensing agencies. Graduates may also be qualified to assume positions as university professors, educational evaluators, and private consultants.

An important value of the school psychology program is a focus on responsive practices as related to diversity and individual differences in our efforts to recruit, retain, educate, and supervise candidates. Our program supports an inclusive learning environment where diversity is "understood, respected, appreciated, and

area of school psychology. This certification requires a review of credentials, practice samples, and an oral examination.

#### School Psychology Faculty

#### Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor and Chair of the Department of School Psychology. She received her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995, and she has been on the school psychology faculty at UNC since 1996. Her research interests are in the areas of early childhood service delivery, parent and teacher consultation, and functional behavior assessment. She works from a developmental ecobehavioral model. Dr. Athanasiou recently served as a consultant on a federal grant training students to serve children with traumatic brain injury. She serves on the editorial board the Journal of Educational and Psychological Consultation. Dr. Athanasiou is currently working with colleague, Dr. Koehler-Hak, on the development of a curriculum-based measure of written expression for young students. Dr. Athanasiou is a Nationally Certified School Psychologist and a licensed psychologist in Colorado.

#### Dr. Achilles Bardos

Achilles N. Bardos, Ph.D., is a Professor of School Psychology at the University of Northern Colorado. A graduate of the Ohio State University, he has been a faculty member at the University of Northern Colorado since 1990. His teaching and research interests include psychological and educational assessment, measurement, computer applications in psychology, and program evaluation. He has published many articles and presented over 120 papers and workshops at national and international conferences. He is the co-author of the Behavior Intervention Monitoring Assessment System (BIMAS; McDougal, Bardos & Meier, 2011), co-author of the Reading Competency Scales (RCI; Bardos & Naglieri, in press), author of the Basic Achievement Skills Inventory (BASI-Comprehensive Bardos, 2004) a multilevel achievement test and the BASI-Verbal & Math Skills Survey (BASI: Survey, 2004). He also co-authored the General Ability Measure for Adults (GAMA: Naglieri, Bardos, 1997) a nonverbal intelligence test; and the Draw A Person: Screening Procedure for Emotional Disturbance (DAP:SPED: Naglieri, McNeish, and Bardos, 1991). Dr. Bardos consulted in the development of other intelligence and personality tests. For more information about Dr. Bardos professional activities please visit his web site at www.achillesbardos.com

#### Dr. John Mark Froiland

John Mark Froiland, Ph.D., is an Assistant Professor of School Psychology at UNC. Dr. Froiland earned his Ph.D. at Michigan State University, where he developed expertise in promoting autonomous motivation and positive behavior. Dr. Froiland practiced as a School Psychologist for 5 years, specializing in preventive problem-solving consultation and strategic interventions for improving learning and mental health. Prior to joining the faculty at UNC, Dr. Froiland was a USDE Institute of Education Sciences Postdoctoral Fellow for two years in the Department of Human Development and Family Studies, College of Health and Human Sciences at Purdue University. His published research emphases include ecological systems that help children thrive, parenting, and positive psychology. Dr. Froiland created Problem-Solving for Success with Cross-Cross Country Education, Inc. with whom he provided multiple APA approved full day seminars for psychologists, family therapists and social workers. Dr. Froiland is on the Editorial Boards of Educational Psychology (London: Taylor & Francis), School Psychology International (London: Sage), Contemporary School Psychology (Sacramento: CASP) and School Psychology Forum (DC: NASP). Some of his recent publications can be

found in Child and Youth Care Forum, Journal of Attention Disorders, School Psychology International, Psychology in the Schools, Educational Psychology, Sociology of Education: An A-to-Z Guide and The Elementary School Journal.

Dr. Robyn S. Hess

Dr. Hess is a Professor of School Psychology. Afte

# Campus Community

UNC is located in Greeley, Colorado. The population of Greeley is about 90,000, with a strong tradition of agriculture and ethnic diversity. Greeley has many opportunities for entertainment, including numerous restaurants, musical and theatrical productions by UNC's highly-ranked College of Performance and Visual Arts, and community events throughout the year. Greeley also has many opportunities for outdoor pursuits, including over 30 parks and over 20 miles of trails for hiking and

# Attrition

Upon admission, students are mat

# **Internships**

Our doctoral students have successfully completed internships in a number of different sites across the country. The majority of our doctoral students pursue school-based internships which are typically paid with a small stipend. About one-third of our students pursue APA internships and have been successful, with a placement rate of about 81.3% (2005-2010).

	N	%	N	<b>%</b>	N	<b>%</b>	N	%	N	%	N	<b>%</b>	N	<b>%</b>
Students who sought or applied for internships*	6	-	8	-	10	-	6	-	7	-	4	-	6	-
Students who obtained internships	6	100	8	100	10	100	6	100	6	86	4	100	6	100
Students who obtained APA/CPA-accredited internships	1	17	1	13	6	60	2	33	2	29	0	0	2	33
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0											

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

Coursework and field experiences within the doctoral program in School Psychology are designed to

- <u>Goal 3</u>: Students will demonstrate knowledge and skills in comprehensive assessment for the purpose of understanding challenges, developing interventions, and measuring change.
  - Objective 3.1: Students will demonstrate knowledge and skill in using a variety of formal and informal methods to assess different domains (e.g., cognitive, academic, behavior, environment).
  - <u>Objective 3.2:</u> Students will be able to use assessment results to develop appropriate recommendations and intervention programming.
  - Objective 3.3: Students will demonstrate knowledge and skill in program evaluation.

#### **Expected Competencies:**

- 3.1a: Demonstrate skill in administering and scoring a variety of cognitive, behavioral, academic, and environmental measures.
- 3.2a: Interpret and report assessment results for the purpose of intervention recommendations and planning.
- 3.3a: Demonstrate knowledge and skill in measuring intervention and/or program outcomes.
- Goal 4: Students will be able to skillfully provide direct psychological services.
  - Objective 4.1: Students are knowledgeable about and able to select appropriate evidence-based interventions.
  - Objective 4.2: Students are able to effectively provide evidence-based direct services to children and youth in schools and other settings.

#### **Expected Competencies:**

- 4.1a: Demonstrate knowledge of evidence-based preventive and remedial interventions for specific problems particularly prevalent among children and adolescents.
- 4.1b: Demonstrate skill in identifying individuals or groups who may benefit from intervention services.
- 4.2a: Select appropriate evidence-based intervention strategies that reflect an understanding of relevant client and setting variables.
- 4.2b: Demonstrate skill in delivering individual and/or group therapeutic and preventive interventions.
- <u>Goal 5</u>: Students will be prepared to engage in culturally competent legal, ethical, and professional practice.
  - Objective 5.1: Students will demonstrate knowledge of, and application of legal and ethical standards in school psychology research and practice.
  - Objective 5.2: Students will have knowledge of and demonstrated competency in working with diverse populations.
  - Objective 5.3: Students will demonstrate a commitment to ongoing professional development.

#### **Expected Competencies:**

5.1a: Demonstrate understanding and adherence to legal and ethical standards as applied to psychological research and practice.

### **General Program Information**

#### Academic Information

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

<u>Residency:</u> Each student must complete at least two terms of full-time study in residence after having been admitted to the doctoral degree program. A term in residence is defined as an academic term during which a student completes nine or more credit hours of on-campus course work applicable to the doctoral degree. Non-scheduled courses (e.g., internships, externships, directed studies and doctoral research) will not be counted in the nine or more credit hours unless a student also completes at least six other credit hours of on-campus course work applicable to the doctoral degree.

Advising: Each newly admitted student is assigned a contact advisor from the School Psychology faculty. It is your responsibility to set up times to meet with your advisor concerning issues such as selecting your classes for each semester and preparing a plan of study. You may wish to change your advisor as you select a dissertation research topic in order to work with a faculty member who has expertise related to that area. The "change of advisor" form is available in the vertical file in the Clinic waiting room.

You are expected to meet with your advisor a minimum of one time per year to discuss academic progress, address individual strengths and weaknesses, and plan for the next year. (See the Advising Worksheet in this Handbook.)

Plan of Study: A plan of study form is available at

http://www.unco.edu/cebs/schoolpsych/phd\_psychology/phd\_links.html

supervise a directed study during a semester in which he or she is not actually employed on campus at

Student Rights and Responsibilities Information

# Professio

purchasing and checking out materials is given to those students in the assessment/intervention and/or practicum course sequences.

#### School Psychology Student Leadership Positions

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

- 1. President: The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities and events, and communicating with all officers regarding various objectives of meetings. The President also communicates with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and receive funding from the University. The President and Vice President are jointly responsible for financial accounts.
- 2. Vice President: The Vice President is primarily responsible for assisting the president in leading and organizing meetings and events for the SPSO. The Vice-President assumes the duties of the President in his/her absence. The Vice President may also assign work groups for various school psychology and community service projects.
- 3. President-Elect: The President-Elect assists the President, Vice President, and other officers in planning events, organizing meetings, and facilitating communication. The President-Elect may also assume the duties of the President and/or Vice President in the event of their absence. The President-Elect position is held for one academic year, and then the student holding the position becomes President for the subsequent academic year.
- 4. SASP Representative: The SASP Representative communicates information to the SPSO and all students regarding APA news and events. The Representative works with other SASP representatives from other universities to help share SASP materials and information with students, encourage student involvement at APA conferences, attend SASP meetings, and plan activities for School Psychology Awareness Week (November). The Representative may also write a column in SASP's newsletter, or submit proposals to SASP's Research Forum at APA. The Representative encourages other students to submit to these as well.
- 5. NASP Representative: The NASP Representative communicates information to the SPSO and all students regarding NASP news and events. The Representative works with NASP representatives from other universities to help share NASP materials and information with students, encourage student involvement at NASP conventions, attend the annual student leader meeting at NASP, and plan activities for School Psychology Awareness week (November). The representative may also write a column in , which is published in the , and/or encourage other students to write a column.
- 6. CSSP Representative(s): The CSSP Representatives communicate information from CSSP to students throughout the program. The Representatives attend the annual board meeting as well as facilitate the fundraising, planning, and volunteer opportunities for the annual CSSP conference. The CSSP Representatives also assist in planning student activities held at the annual conference.
- 7. Ph.D. Student Representative: The Ph.D. Student Representative attends all faculty meetings, communicates students' needs or ideas with faculty, votes on various issues related to the program, and communicates information from faculty meetings with students as needed. Representatives are also responsible for initiating and maintaining a mentorship program for all incoming students to the program. The Representatives set up activities at the beginning of the year to help new students get to know current

students in the program (e.g., camping trip, dinner, pot-luck, etc.). The Ph.D. Student Representative also helps faculty plan and facilitate Ph.D. interviews, which usually take place in early March.

8. Ed.S. Student Representative: The Ed.S. Student Representative attends all faculty meetings, communicates students' needs or ideas with faculty, votes on various issues related to the program, and communicates information from faculty meetings with students as needed. Representatives are also responsible for initiating and maintaining a mentorship program for all incoming students to the program. The R

Meeting Etiquette for Candidate Meetings: Students should not bring food or drinks for committee members to oral comprehensive examinations or proposal/dissertation defenses.

April 2004

**School Psychology** 

receive a "concerns noted" on their Annual Review and may be referred to the Review and Retention Committee.

November 2012

#### Diagnostic Materials Library Policy

- 1. The checkout period is 48 hours. Specific due dates are posted on the DML door. Late returns will affect your ability to check out material in the future.
- 2. Scoring templates have a 2-hour check out period. Templates MUST stay in McKee Hall; they may not leave the building for any reason.
- 3. Students are responsible for all materials checked out to them. If something is missing from a kit, inform the librarian within 24 hours of checkout.
- 4. All material missing from a kit upon return will be attributed to the last person to check out the kit. Registration for the following semester of the responsible student will be held until all items are replaced.
- 5. All transfer of materials must take place in the DML. Giving another student material checked out in

# ADMISSION POLICIES AND PROCEDURES

Admission to the PhD School Psychology program is a two-stage process consisting of (1) preliminary screening by the Graduate School and (2) final review by the Department of School Psychology.

#### **Profile of Students Admitted**

The Ph.D. program in School Psychology is competitive. Acceptance rates vary depending on student credentials and the number of available spaces. Usually between 20-30 students apply to the program. Typically, 6-8 students are admitted annually. Approximately 18% of our students are ethnic minorities. The GPA of admitted Ph.D. students averages 3.60. Verbal and Quantitative GRE scores average 508 and 556, respectively (under the old metric).

Summary of Application Procedures

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

http://www.unco.edu/grad/admissions/index.html

For questions, contact: Phone: (970) 351-2831 E-mail: gradsch@unco.edu

#### 2. Send the following information to the UNC Graduate School:

- All college/university transcripts
- Three letters of recommendation
- Graduate Record Examination scores (verbal, quantitative, and analytical).

#### 3. Send the following information to the Department of School Psychology:

- Statement of Personal and Professional Reasons for selecting school psychology as a profession
- Supplementary Data Sheet (<a href="http://www.unco.edu/cebs/schoolpsych/supplemental-data-sheet.pdf">http://www.unco.edu/cebs/schoolpsych/supplemental-data-sheet.pdf</a>)
- Current vita

#### **Send the information to:**

Department of School Psychology
Attn: Diane Greenshields
Campus Box 131
University of Northern Colorado
Greeley, CO 80639
(Ms. Greenshields' email is diane.greenshields@unco.edu should you need further information.)

# PLAN OF STUDY

# Department of School Psychology Ph.D. in School Psychology

Name:		Bear Number:	
Address:		Advisor's Name:	
		_	
Telephone:	Email:		

# REQUIRED COURSEWORK

School Psychology Core – 15 semester hours				
Course Prefix	Course Name	<b>Credit Hours</b>		
APCE 640	School-based Psychological Consultation	3		
APCE 670	Principles of Psychometrics & Assessment	3		
APCE 667	Crisis Intervention in the Schools	2		
APCE 747	Psychological Aspects of Academic Programming & Intervention	4		

**APCE 757** 

Assessment Core – 13 semester hours					
Course Prefix	Course Name	Credit Hours			
APCE 644	Assessment I: Cognitive & Academic	5			
APCE 646	Assessment II: Socio-Emotional & Behavioral	3			
APCE 648		· ·			

#### Course Waiver Policy

- Students must meet with their advisor to request waiving a class, whether it is a foundational or a clinical course. Course waivers are considered for students who enter the doctoral program with graduate coursework obtained in the previous 5 years. It is incumbent upon the students to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected bring previous syllabi to the meeting with their advisors.
- 2. The advisor will review the student's previous course work to establish equivalency. If a question remains as to the equivalency after reviewing the materials, the student may be asked to provide additional information or demonstrate competencies, i.e., provide work samples and/or complete an examination satisfactorily.
- 3. In most instances, it is appropriate to

# **UNC School Psychology Course Waiver Form**

Name:	Bear number:
Advisor:	Date:

Students must meet with their advisors to request waiving a class. Course waivers are considered for students who enter the doctoral program with advanced degrees obtained in the previous 5 years. It is incumbent upon the student to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to make available graduate transcripts as well as previous syllabi, if such materials are requested.

Course to be waived

# Timelines

There are many ways to successfully complete your doctoral program, the proposed timelines below outline the most typical sequence and assume full-time attendance with a Fall start date. Overall, most students are advised to

# Doctoral Program Requirements and Timelines Example

Brenda began the program in the fall semester having previously completed a Bachelor's degree in psychology. She had no Ph.D. coursework waived. Here is her plan:

Date	Requirement/Action	Notes
Spring Year 1	<ul> <li>Submit Plan of Study (POS)</li> <li>Submit Annual Review</li> <li>Research Benchmark: attend writing workshop, dissertation defenses, and Brown Bag seminars, complete IRB training</li> </ul>	<ul> <li>Please meet with advisor to develop POS; when complete, submit to Graduate School</li> <li>After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields</li> <li>Maintain portfolio for APCE 663</li> </ul>
Spring Year 2	<ul> <li>Submit Annual Review &amp;         Diverse Field Experience         Form</li> <li>Research Benchmark:         completed IRB and         presentation at conference</li> </ul>	<ul> <li>After meeting with your advisor about the annual review, please sign and return it to Diane Greenshields</li> </ul>

• Apply for internship

- A complete draft of the proposal must be reviewed by the advisor before the proposal defense can be scheduled
- A completed proposal must be filed in the Graduate School before accumulating

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

Year 1				
Fall	Spring	Summer		
APCE 763: Legal & Prof	APCE 640: School Based			
Foundations of School Psych (4)	Psychological Consultation (3)			
APCE 638: Human Behavior Analysis (3)	APCE 644			
APCE 670: Principles of Psychometrics & Assessment (3)				
APCE 682: Biological Bases of Behavior (3)				
APCE 663 Research Apprenticeship (1)				

Total: 14 cr.

Total: 12 cr. Total: 10 cr. Total: 4 cr

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

Year 1		
Fall	Spring	Summer

APCE 763: Legal & Prof Foundations of School Psych (1)\*

Total: 13 cr.	Total: 7 cr.	Total: 5 cr.
	Year 4	
Fall APCE 789: Internship in School Psychology (3)	Spring APCE 789: Internship in School Psychology (3)	Summer
APCE 799: Doctoral Dissertation (3)	APCE 799: Doctoral Dissertation (3)	
Total: 6 cr.	Total: 6 cr.	

#### **Time Limits**

Graduate school policy requires that all work for the Ph.D. degree be completed within  $\underline{8}$  years of the term of the first coursework applied to the degree program. For most students, that means their first semester counts toward the 8 years. For students who first started in the Ed.S. program and switch to the doctoral program, all coursework (including those classes taken as an Ed.S. student) must have been taken within the 8 year timeline to be counted toward the doctoral degree.

Failure to meet program requirements within this time frame can result in dismissal from the program. Additionally, students exceeding deadlines will be required to formally request an extension of their programs. If exceptional circumstances have precluded program completion within the eight year time limit, a student and his/her faculty advisor may jointly appeal in writing to the School Psychology Committee and the Graduate School for a one year extension.

APCE 663 Research Apprenticeship in	
School Psychology (4)*	
APCE 781 Evaluation of Psychological	
Services (3)	
Research elective as approved by advisor	
Assessment Core – 13 semester hours	
APCE 644 Assessment I: Cognitive & Academic	
Functioning (5)	
APCE 646 Assessment II: Socio-Emotional &	
Behavioral Functioning (5) **	
APCE 648 Assessment III: Early Childhood (3)	
Practicum Core – 16-17 semester hours	
APCE 618 Practicum in Child, Adolescent, &	
Family Interventions (5)	

APCE 738 Practicum in Evidence-Based Interventions (3)

## Research Progression Ph.D. School Psychology

NOTE: This progression has been designed to support progress toward research proficiency and competency culminating with the dissertation. Those students entering the program in Fall 2011 will be expected to meet the benchmark requirements of: presentation at a conference and 2 semesters of APCE 663, as well as participation in SPSO seminars. Students entering the program in Fall 2012 will be expected to abide by the following standards. All students will be rated on their annual reviews using these criteria.

## Years 1 & 2: Building a Foundation of Research

In their year, students learn about systematic program/intervention implementation with behavioral and academic issues (APCE 638: Human Behavior Analysis and APCE 747: Psychological Aspects of Academic Programming and Intervention). During the first year (Summer), students complete APCE 737: Single Case Research Methods where they learn applied methodology to systematically evaluate the effectiveness of interventions as applied to individuals or small groups.

During their first year, students also enroll in the first two semesters (of a total of four) in APCE 663:

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

Year 1 &2 Rationale: We believe it is important for our graduates to build a foundation in a wide range of research and evaluation methodologies that are consistent with the nature of school psychology (e.g., single case research). Additionally, we introduce assignments that will help them to access, critique, and use scholarly resources and scientific research. Through our literature review benchmark, we are able to evaluate our student's ability to find and integrate research studies in such a way that implications for future research are indicated.

During the second year, we focus on helping our students to learn the foundational skill components of research. For example, they learn statistics as a tool for measuring research results. We also focus on guiding students initial experiences with research, either in cooperation with faculty, advanced students, or individually.

### Year 3: Analysis and Synthesis of Research Knowledge

During their third year in the program, students typically take their advanced statistics/research courses, their advanced practica, and their comprehensive exams. As part of the practitioner research strand,

will complete a 10-page mini-proposal including a brief literature, rationale for their research idea, and a general method section including preliminary plans for participants, instrumentation, and procedures. This document does not need to be the final research plan; it is intended to ensure that dissertation planning proceeds in a timely manner following the comprehensive exams.

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

**Rationale:** The goals of the third year are twofold. First, students' fluency in reading and incorporating literature continues to be shaped. Second, students are instructed and supported in the application of that fluency through their comprehensive exams where they are expected to integrate scholarly resources, write a comprehensive paper on their concentration topic, and critique and article during the oral comprehensive exam. This third year builds progressively on the prior two by consolidating and focusing the statistical, research, and literature- based experience gained during those first two years.

#### Years 4 and 5

## Annual Student Review

Students are reviewed at least annually by all School Psychology faculty with input from other affiliated rcfaculty (e.g. ASRM, Counseling Psychology, eTJET 7R 6 3f C 3uch spring (

#### During the year, were you:

- A member of a professional or research society? Choose an item.
  - **o** Membership Numbers:

**APA** 

**NASP** 

**CSSP** 

- Number of workshops, oral presentations, and/or poster presentations at professional meetings in which you were an author or co-author.
- Number of books, book chapters, and/or articles in peer reviewed professional/scientific journals in which you were an author or co-author.
- Involved in grant-supported research? Choose an item
- Involved in teaching at the college level (includes TA)? Choose an item.
- Involved in part-time supervised practicum-training on or off-campus. Choose an item.
- Presented on a psychological topic to lay or community audience.
- Involved in a leadership roles/activities in a professional organization

## During the year did you:

- Receive an Assistantship? Choose an item.
  - If yes, where did you complete the assistantship (e.g., Department of School Psychology,
  - Disability Support Services, Center for Human Enrichment, School of Psychological Sciences)?
  - If yes, how many hours per week did you work?
  - If yes, what was your total stipend (excluding tuition)?
- Receive a Fellowship? Choose an item.
  - If yes, what was the amount of your award?
- Receive a tuition waiver unrelated to an assistantship

or fellowship? Choose an item.

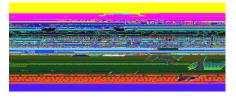
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# **UNC Diverse Field Experience Practica Requirement Completion Form**

UNC Student name:	Bear #
Students: Throughout your program, you	u will be asked to keep track of the different populations with whom you
have worked during your field experience	es or other practica. This form should be updated yearly and turned in wi
your annual student review form (beginn	ng fall semester of your second year).
Criteria for determining the Diverse Fie	ld Experience Requirement:
Candidate spent at least 10 field hours in	teracting with individuals and/or group

# Confidential



## COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

**Comprehensive Exam Policies** 

1. Written and oral comprehensives consist of three distinct components that have separate deadlines and procedures. It is important that students read the guidelines for each component carefully and adhere to these deadlines so as not to delay their studies. The first two components are the National School Psychology Examination and an in house written comprehensive exam. These two pieces are considered to be the Written Comprehensives, and both elements must be successfully passed before scheduling Oral Comprehensive Exams. A study guide for the in-house portion of the exam is available on pp. 59-61 of this handbook. The following guidelines and timelines must be followed:

- 14. Students will receive feedback in two parts. No later than two weeks after taking their on-site comprehensive questions, students will receive feedback on the five general comprehensive questions. They will receive feedback on their Concentration Question paper, no later than 2 weeks after their paper was received.
- 15. When all parts of the written comprehensive exams (including the National School Psychology exam scores) have been passed, this information will be submitted to the Graduate School as a score of

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

## COMPREHENSIVE ASSESSMENT, BOTH FORMAL AND INFORMAL

- · Theories of intelligence
- Psychometrics as related to test use and interpretation (i.e., reliability, validity, measures of central tendency, indices of variability, correlations)
- · Principles of test construction
- Test selection (know a variety of intelligence, academic, and other targeted assessments)
- · Curriculum-based approaches for assessing skill level
- Progress monitoring as related to academic and behavioral skills
- · Assessment of social and emotional development
- Assessment of adaptive skills
- · Different methods for assessing behavior

•

- Minimizing cultural, linguistic, and socioeconomic bias in assessment
- Cross-cultural variables that impact the assessment of psychopathology
- Acculturation
- Theories of multicultural counseling, theories of identity development, and multicultural competencies
- Understanding of the terms: cultural self-

## Scoring Rubric of Ph.D. Written Comprehensive Exams

ID # of student:	RATER_

## Rating Scale Guidelines

High Pass: all elements are present and question answered in a comprehensive manner

Pass: most elements present, may have one area that is weaker Fail: many important elements missing, incorrect information

Rater\_\_\_\_

# Scoring Rubric of Ph.D. Written Comprehensive Exams Concentration Area Question

Student ID\_\_\_\_\_

RATING SCALE GUIDELINES  Fail – many important elements missing, incorrect information  Pass – most components present, may have one area that is weaker  High Pass – all elements are present and question answered in a comprehensive manner  RATING CRITERIA					
Student's response indicated sufficient brea areas of expertise (per the Student Concentr		_			
<ul> <li>Student demonstrated ability to apply empir response.</li> </ul>	ical researd	h to suppor	t his or her		
Student was able to integrate different aspect cohesive response.	Grade it was able to magnate afford it appeals of file of her content at accoming a				
<ul> <li>Student's response is presented in an organized, professional manner and is written in APA style (double spaced, one inch margins, 12 pt font, etc.)</li> </ul>					
Student covered all aspects of the question					
Concentration Question Rating Fail Pass High Pass					
Comments:					

## Oral Comprehensive Examination

- 1. Students are responsible for scheduling their oral comprehensive examinations after the 7<sup>th</sup> week of the semester during which written comps were taken. Students must submit the Request to Schedule a Doctoral Examination Form to the Graduate School two weeks prior to the exam.
- 2. The student is responsible for confirming the date and time of the examination with all of their committee members. The Graduate School will approve and publicize the examination date, time and place in the

form before turning in to the Graduate School." In these instances, the committee will determine an appropriate plan for addressing the specific conditions (e.g., critiquing another article, writing a paper related to the area of weakness). If a student does not meet the minimum

## Quantitative Research Critique Guide (for Orals preparation)

- 1. Do the authors provide a good justification for the need to conduct the study? i.e., will the results have apparent practical or theoretical importance? Or will the study address some limitation or weakness in prior research?
- 2. Is the problem addressed by the study stated clearly? Or is it difficult to determine exactly what the purpose of the study is?
- 3. Does the review of literature seem comprehensive and up to date?
- 4. Do the authors critically evaluate the studies in their review of literature? Do they point out flaws and limitations in the prior research? Or do they merely list previous research?
- 5. Do the authors connect the literature to the current study? For example, do they use the literature to establish their research questions, hypotheses, target groups, variables, etc.?
- 6. Are there explicitly stated research hypotheses or does the reader have to infer what the hypotheses might be?
- 7. In the methods section are the subjects clearly described? Do the authors provide sufficient information about the subjects that you have a good understanding of the population being represented? Or is the description vague and limited?
- 8. Is the sampling method clearly described? i.e., do you have a good idea about how the subjects were selected and where they came from? Was sampling done randomly, were volunteers ue1,tc.?
- 9. If a survey was .ue1,is the response rate given? Do they describe procedures .ue1 to improve respons rate such as followup reminders, etc.? If there is a < 100% response rate do the authors discuss methods for determining if subjects are representative of the population? Do they discuss possible problems with nonresponse as?
- 10.Is there an adequate number of subjects for this study? Do the authors provide information justifying the sample size?
- 11. In the instrumentation section do the authors clearly describe any scales or instruments they have .ue1? o hey sc.us eliability nd validity heir easures?
- 12. o hey learly scribe hey easured each he riables n heir tudy?
- 13. Do he uthors learly escribe the design they used?

- 16. In presenting the results do the authors present them clearly enough that you can easily determine which result answers which research question?
- 17. Where statistical tests are used, do the authors discuss assumptions prior to reporting results? If not, is there information in the paper that might suggest possible problems with assumptions, e.g., small N, dramatically unequal standard deviations, etc.?
- 18. Do the authors present appropriate descriptive statistics, such as means and standard deviations?
- 19. If tables or graphs are used are they clearly labeled and easy to follow?
- 20. Are statements regarding statistical significance interpreted correctly?
- 21. For nonsignificant results, does lack of statistical power seem to be the problem or do the authors discuss other possible reasons for the results?
- 22. In the discussion or conclusions section do the authors appear to correctly interpret the results? Do the conclusions seem to match the results?
- 23. Are the results discussed in terms of previous research? And are the results linked back to the original research questions or hypotheses?
- 24. Do the authors discuss possible problems or limitations with their study in terms of design, sampling, the measures, they used, etc.?
- 25. Do they appropriately limit their conclusions in terms of the sample used, the measures, etc. Or do they tend to "go beyond the data" in generalizing the results of the study?

# Oral Comprehensive Examination Scoring Sheet

Student ID	Semester	_ 20
Score each item on a scale of 1 to 5, with 1 bein being "outstanding"	ng "unsatisfactory," 3 being "satis	sfactory," and 5
Questions Related to School Psychology PhD	Objectives 1.1 to 5.3	<u>Score</u>
ScoScore		

## Dissertation Proposal Process

The University does not set a specific timeline for completing your dissertation proposal. The Department of School Psychology recommends that all students have passed their written comprehensives prior to defending their dissertation proposals.

- 1) When the student is ready to begin work on the proposal, a meeting should be set with the research advisor to discuss a timeline. Students will only be released for APCE 797 Dissertation Proposal credits during the semesters in which they are actively working on the proposal.
- 2) A dissertation proposal should be developed pertaining to a significant topic related to School Psychology. A dissertation proposal includes three completed chapters of the dissertation. The chapters are expected to be in final (or near final) form including all references. Minimum credit for the dissertation proposal (797) is 4 semester hours. Generally, students may not take Dissertation credits until they have completed their dissertation proposals. In some instances and with the approval of the advisor, the student may be allowed to register for dissertation credits the same semester as the Dissertation Proposal Defense.
- 3) It is recommended that students meet with their advisors at least monthly to discuss progress, provide chapters for advisor review, and to help keep progress on track. Advisors differ in their working styles, so be sure that you and your advisor have discussed and agreed on expectations.
- 4) When the student has a complete draft of the dissertation proposal that has been accepted by the advisor, the student may schedule the dissertation proposal defense. Students will email committee members to find a mutually agreeable time. Once this has been scheduled, the student is responsible for reserving a room and informing the committee of the location.
- 5) The dissertation proposal should be presented to the student's doctoral committee and the Graduate School for approval prior to engaging in final data collection. Preliminary data collection prior to approval of the proposal is acceptable only for the purposes of conducting pilot studies, and typically as part of SRM 700. All 797 (proposal) hours will result in a grade of "NR" until the final proposal has been approved and is on file at the Graduate School. Once the proposal has been approved by the doctoral committee and the Graduate School, the Graduate School will authorize the Registrar to change all prior grades to "S".
- 6) The dissertation proposal is crucial in the dissertation process and should culminate with a formal and public dissertation proposal hearing with the full committee present. Approval of the dissertation proposal establishes the expectations for the final dissertation and assures agreement among the committee with the student's methods and research strategy prior to proceeding to the final stages of the dissertation. The proposal hearing also allows the committee to introduce required changes or additions to a student's proposed project while changes are still possible.

format (e.g., Powerpoints, handouts). Students should also prepare 2-3 title pages for signing in accordance with the Doctoral Dissertation Format Manual <a href="http://www.unco.edu/grad/forms/pdfs/Doctoral DissertationFormatManual.pdf">http://www.unco.edu/grad/forms/pdfs/Doctoral DissertationFormatManual.pdf</a>

for the student (or the student's advisor) to take careful notes of all comments and concerns made and then review the notes with the committee before the meeting is over to insure that all the requested changes are included. It will be the student's responsibility, in consultation with the research advisor, to address those concerns in a revised dissertation. If the changes are relatively minor, the committee may agree to sign off on the title page with the understanding that the advisor will oversee the recommended changes. Bring multiple copies of the signature pages (e.g., 6-7) for your committee to sign. If the revisions are more substantial, the signatures of one or more committee members may be withheld until all revisions are complete. In those instances, it is recommended that the student summarize the changes

# SCHOOL PSYCHOLOGY PRACTICA AND INTERNSHIP

# Introduction to Practica and Internship Requirements

All students are required to complete numerous practicum courses prior to graduation. Each course is designed to provide "hands on" experiences related to skills-based competencies (see attached model). The practica curriculum consists of the following:

Practicum in Child, Adolescent & Family Interventions (APCE 618)

Supervision of Psychological Testing (APCE 775)

Practicum in Evidence Based Interventions (APCE 738)

50-60 hours

150-180 hours

<u>Legal Status of Students in Field Placements.</u> Students are required to obtain liability insurance before their first school-based practicum (typically APCE 738, or 779). This can be obtained through NASP (<a href="http://www.nasponline.org/students/insurance.aspx">http://www.nasponline.org/students/insurance.aspx</a>), APA Insurance Trust (<a href="http://www.apait.org">http://www.apait.org</a> you

	S	CHOC	OL PSY	CHOLOGY FIELD EXPERIENCE LOG (Ph.D.)		
Name				Week		
Supervisor's Signature Course 763 779 789						

Domain	Description of Activities	Weekly hours	Total hours
	Systematic and Consultative Interventions		
Consultation, collaboration, and team			
meetings			
Connecting with community resources			
Systemic programming			
Collaborative problem-solving (RTI)			

Cc: Student File

Course Instructor

Field Supervisor

UNIVERSITY of

Student:	Date:
Supervisor:	Site:
Please check all that apply:	State Dep. of Ed. License/Certification (school psychologist)
	NCSP State DORA License (licensed psychologist)

Goals/Competencies Rating

# Comments

•	Returned phone calls/emails promptly	NA 1234
•	Recognized own limitations and sought advice	NA 1234
•	Adhered to site policies and procedures	NA 1234

1. Areas of strength or competency:

2. Areas for growth or additional training.

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

APCE 789: School Psychology Internship after the add/drop date in any given semester; plan accordingly in terms of your dissertation proposal defense!

May 2003

Rev. September 2005

### **Recommended experiences before internship.**

Individual APPIC sites may indicate specific experience requirements for applicants. For example, many sites indicate a minimum number of hours of direct intervention services and/or assessments. Some also require that comprehensive exams, dissertation proposal, and/or dissertation defense

- Interns will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.
- Interns will adhere to all professional expectations of the site.
- Interns will meet with Field and University Supervisors as required. For a full-time placement, at least two hours per week of individual, face to face supervision is required. If part-time, the individual may meet with his or her Field Supervisor one hour per week.
- Interns will attend at least three of the four supervisory meetings with the University Supervisor
  as scheduled during the term to review the placement experience. Those interns in out-of -state
  placements will ensure that the University Supervisor has a current phone number and e-mail
  address to facilitate monthly contact.
- Interns will maintain an accurate log of all hours spent in placement-related activities, with a
  particular view to meeting the goals and objectives for school psychology interns (School
  Psychology Field Experience Log on p. 75). These logs will be turned in to the University
  Supervisor monthly. If students are at an APA-accredited site, they will use the log form that is
  provided by the site.
- Interns will sign all reports with a title that clearly represents

considered on a case by case basis. All forms are available from CDE (<a href="http://www.cde.state.co.us/">http://www.cde.state.co.us/</a>) or from the Human Resources department at your district.

Internship Supervision. The internship is a culminating training experience that occurs only after successful completion of all core coursework and of supervised practicum in the School Psychology program. As a result, while requiring regular supervision, it is typically appropriate for the intern to perform most school psychological services independently, with subsequent reporting to the supervisor. In those cases where a supervisor is not always at the Site, arrangements should be made for the intern to reach the supervisor (or their substitute) by telephone in an emergency. The goal of internship supervision, then, is to permit the student to assume the typical role of a school psychologist with the support of regular supervision from an experienced practitioner, and with immediate access to a supervisor as necessary.

Internship supervision is typically provided by a school psychologist who holds a license/credential in School Psychology, is a licensed psychologist, and has at least 3 years of experience as a school psychologist. If the intern is completing a portion of the internship in a non-school setting, the supervisor must be a licensed psychologist. Internship supervisors should have been employed by and working in that site for at least one year. If supervision will be provided by more than one school psychologist, one person should be identified as the primary supervisor who will be responsible for the overall integrity and quality of the internship experience. This person

internship sites. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997 Updated Spring 2009

Please note: if you interview and are enthusiastic about the position when it is offered, some schools understand this as an implicit agreement that you are accepting the position. If you are unsure or interviewing elsewhere, make it CLEAR that you need time to think about it before you can formally accept. If the school continues to move forward as if you've accepted (e.g., scheduling subsequent meetings, sending a contract), the responsibility is on you to make your position clear, preferably in writing to the individual who extended the offer. Save a copy of this communication for your records.

If you are applying for an APA-Accredited internship site through APPIC, there are numerous policies that regulate the process of applying for, interviewing with, and ranking sites in the match. It is your responsibility to be aware of and to comply with each of these policies. More detailed information is available at the APPIC website, www.appic.org. Of note:

"Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent."

Completing Supervised Experiences in Current Worksites. Interns occasionally ask to fulfill part or all of their practicum or internship requirement by working for a school district or mental health agency in which they are already employed. Such arrangements are discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the joint goals of both learning and service delivery. Interns wishing to complete an internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the School Psychology faculty that they will be functioning in the role of a trainee and will be provided with training beyond your capacity as an employee (e.g., additional responsibilities, new roles, special projects).

In order to establish that an experience at an employing agency is essentially one of training, interns will need to meet the following criteria:

- Use a title on all official reports and correspondence that identifies the students as an intern in School Psychology for the duration of the supervised work experience.
- Receive a minimum of two hours per week of supervision from their supervisor(s)
- Have as a supervisor a school psychologist/licensed psychologist who meets the experience and credentialing requirements of the university program.

Any school psychology position that was accepted or held prior to internship eligibility (i.e., proposal successfully defended) will not be considered as a potential internship placement.

Spring 2007

Schools Where Family Members are Employed. Interns completing supervised placements in School Psychology will not be allowed to complete their practicum or internship experiences in schools where family members or relatives are employed. This type of placement may not allow for a neutral learning environment for the student and places the on-

semester during internship, you may need to contact your lender to request deferment or forbearance (your lender will make the final decision about whether to grant your request). More information can be found at <a href="http://www.direct.ed.gov/postpone.html">http://www.direct.ed.gov/postpone.html</a>.

# Ph.D. Clearance Form for School Psychology Internship

STUDENT NAME:
The courses listed below need to be completed (or currently enrolled in) before you take you
comprehensive examination and

# **UNC INTERNSHIP PROPOSAL FORM**

Programs in School Psychology University of Northern Colorado

STUDE	ENT NAME: ADDRESS:
	TELEPHONE: FAX: EMAIL:
SITE:	
SUPER	AVISOR NAME: DEGREE/LICENSURE ADDRESS:

7.

UNIVERSITY OF

Goal 4: School psychology interns are able to skillfully provide psychological services.

Midterm Competencies Final

1 2 3 4 5 NA Ethical responsibility
1 2 3 4 5 NA

## Case Study Guidelines

During your school psychology internship, you are to complete two case studies, one for a behavioral case and one for an academic case. In these case studies, you will be expected to describe two actual cases that have been completed using systemic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case studies and will also serve as a guideline as you are developing your case studies. Each case study should be no more than 10-15 pages long including charts and graphs. Students who pursue their internships in hospital or other non-school settings should complete their case studies during their 600 hours of school-based internship.

Section 1: Provide a brief description of the student(s), the context, and the presenting issue. In this description, define the problem clearly and present data on how the observed performance differs from the norm as well as from the expected level of performance (if different than the norm). Include a baseline graph of your observations. You will also want to include a description of who you are working with on

	physical, social,	fully explained or show	cultural)
	linguistic, cultural)	limited understanding.	
Intervention, 3.1	The link between the problem analysis, selected interventions, and observable, measurable goal statements is not present or unclear.	The link between the problem analysis, selected interventions and observable, measurable goal statements is present, but might be vague or difficult to measure.	The link between the problem analysis, selected interventions, and observable, measurable goal statements is clear and complete.
Intervention, 3.2	The selected interventions are not evidence-based (e.g., research literature, functional analysis, single case design) for identified concerns.	The selected interventions are generally evidence-based (e.g., research literature, functional analysis, single case design), but the connection to the identified concerns may not be clearly articulated.	The selected interventions are clearly evidence-based (e.g., research literature, functional analysis, single case design) for the identified concerns.

Intervention, 3.5

**5.1** 

legal and ethical guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).

guidelines appear to have been followed in completing this case study.

guidelines, as well as best practices, have been followed in completing this caal

# **Appendices**

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

# Academic Integrity and Student Code of Conduct

Academic Integrity – this material is copied from the Dean of Students website located at: <a href="http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf">http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf</a>

In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional

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

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

# Honor Code for The University of Northern Colorado The Company of the Company of the decimal technique of the company of the

# Student Concerns of Treatment by Faculty

All faculty in the Department of School Psychology are obligated to follow the ethical principles of the American Psychological Association (APA). Additionally, the Dean of Students provides comprehensive coverage of the policies relating to student rights. If a student experiences conflict with a faculty member, we first recommend an informal process that is reflected in the following steps. (A complete listing of the steps is available on the Dean of Students website at

# Student Academic Appeals Process

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

- Arbitrary, capricious: No discernible relationship between the act or decision complained
  of and the legitimate interests or considerations affecting or motivating such act or
  decision; i.e., disparate treatment of persons in essentially identical circumstances.
- Violations of policy: Encompasses misinterpretations, misapplication or violations of authorized University policies.

Before initiating these procedures, or between any of the appeals steps outlined below, students

# UNC Discrimination & Sexual Harassment Policy

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

The University adheres to the Equal Employment Opportunity Commission's definition of sexual harassment as modified for the University setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or an academic evaluation;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

### **DISCRIMINATION REVIEW**

• Purpose –

#### **Dual Relationship Decision-Making Guide Instructions**

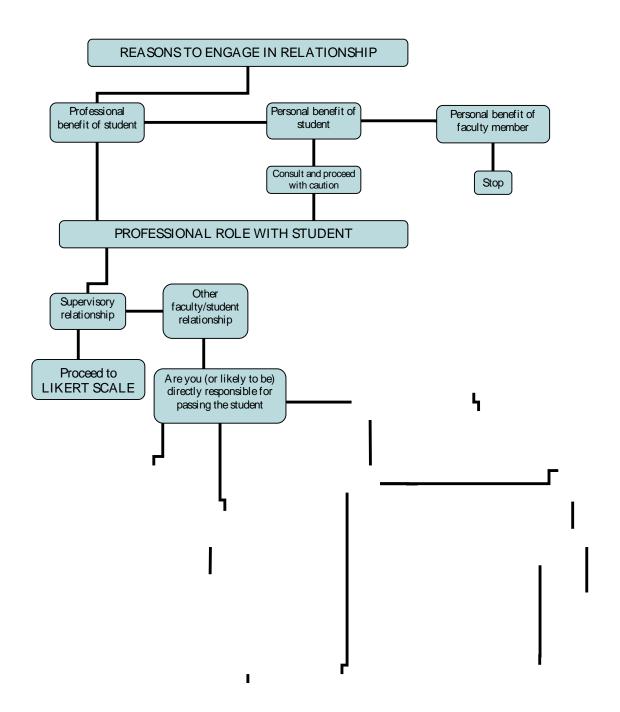
This guide is intended to facilitate examination of relationships with students. The process may be initiated by a faculty member who is concerned about his or her relationship with a student, or by a faculty member who is concerned about a colleague's relationships.

Any colleague who is uncertain about the appropriateness of his or her own relationship with a student may use the guide to determine if the relationship in question is potentially problematic. Likewise, if a faculty member has concerns about relationships of other faculty members, the person with the concern should respectfully dialogue with the faculty member in question and request that the decision-making process be followed (i.e., use the tools and change behavior if indicated). If the decision-making process is not instituted at that point, the faculty member with the concern should approach the School Director, who will ask that the faculty member in question follow the decision-making process. If no resolution is obtained, the situation will be brought to the attention of the APCE Ethics Committee. Relevant APCE Ethics Committee procedures will then be followed.

## **Dual Relationship Decision-Making Guide**

Part I is to be completed by the faculty member whose relationship with a student is in question. Results of Part I will lead to one of the following recommendations: 1) discontinue the relationship (or inappropriate aspects thereof); or 2) continue examination of the relationship using Part II of the Guide.

Part II should be completed in consultation with the School Director, as well as a



# **Faculty Recommendation Options Following Student Review**

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about students. Comments and concerns expressed by the program faculty will be recorded by each student's advisor. Although each program will determine its own process for managing student concerns, it is recommended that program faculty attempt to work with the student first (e.g., discussion with student, behavioral contract) prior to referring to the Review and Retention Committee, if that action is deemed appropriate. For each student, the program faculty will recommend one of the following:

- 1) Continuation in the Training Program
  - a) Student progress satisfactory. No concerns expressed by faculty.
  - b) Evaluative feedback will be provided to the student by his or her advisor.
- 2) Continuation in the Training Program with Attention to Specified Faculty Concerns
  - a) Some concerns expressed by faculty with the expectation that the student can make improvements with minimal effort.
  - b) Evaluative feedback will be provided to the student by his or her advisor.
  - c) The next program faculty review of students will examine whether(I) 4 2 (e) 4y hic will entThsill (w) -4h1 (t)

signed, dated, and maintained in secure storage. Access to the documentation and supportive materials should be limited to only those who have authority to the information.

#### **Review and Retention Committee Meetings**

All Review and Retention Committee meetings, or parts thereof, which deal specifically with review and consideration of a student's program status, are to be held in "executive session." Only those decisions of the Committee made in "executive session" regarding a student's program status are to be recorded and reported to specified persons as provided in the Student Review and Retention Procedures.

Those Committee meetings, or parts thereof, which deal with general business or procedures will be recorded in the minutes of the meetings. These minutes will be available to faculty and the public at large.

Only program faculty, members of the Review and Retention Committee or its designee, the student, and a person chosen by the student may attend the scheduled meeting in which the student presents his or her case. No other persons may attend the meeting without specific authorization from the program faculty.

In the event a Review and Retention committee member is the faculty advisor of the student being referred to Review and Retention, another faculty member will be assigned to the committee.

# Student Review and Retention Procedural Document

## **Preamble**

Successful completion of a program of study in the School of Applied Psychology and Counselor Education is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty have a professional responsibility to

1.	The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student be placed on probation. Supporting

# **C. Voluntary Resignation from the Training Program**

If, in the professional judgment of the Review and Retention Committee in consultation with the program faculty, a student's behavior is judged severe enough or the student has not made adequate progress to warrant dismissal from the training program, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School

7)	The Program Coordinator will inform the Review and Retention Committee and the School Director

- Dismissal decision not upheld; student no longer requires probation and remediation.
- 15) If the joint recommendation from both the program faculty and the Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal

- provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the School office.
- In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has ten (10) days in which to request, in writing, a meeting with the program faculty and Review and Retention Committee to present his or her case, if the student chooses.
- 6. Upon receipt of a written request from the student petitioning a meeting with the program faculty and Review and Retention Committee, or a member of the Review and Retention Committee, a meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student with the opportunity to present his or her case. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.

7.