[redacted]

Table of Contents

APPENDICES

Dr. Michelle Athanasiou

Dr. Achilles Bardos

Dr. John Mark Froiland

Dr. Robyn S. Hess

Attrition

Internships

	N	%	N	%	N	%	N	%	N	%	N	%	N	%
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 *(if applicable)*	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 (*if applicable)*	0	0	0											

Goal 3

Objective 3.1

Objective 3.2:

Objective 3.3:

Expected Competencies:

Goal 4

Objective 4.1

Objective 4.2

Expected Competencies:

Goal 5

Objective 5.1

Objective 5.2:

Objective 5.3

Expected Competencies:

General Program Information

Academic Information

Length of Program:

Residency:

Advising:

Plan of Study:

Student Rights and Responsibilities Information

Professio

Meeting Etiquette for Candidate Meetings:

School Psychology

Profile of Students Admitted

Complete an online application from the UNC Graduate School

Send the following information to the UNC Graduate School:

-
-
-

Send the following information to the Department of School Psychology

-
-
-

Send the information to:

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**	**Credit Hours**

Assessment Core – 13 semester hours		
Course Prefix	**Course Name**	**Credit Hours**

UNC School Psychology Course Waiver Form

Course to be waived

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
	•	•
	•	
	•	•
		•
	•	•
	•	•

Year 1		

Total: 14 cr.

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

Year 1		

Total: 13 cr.	**Total: 7 cr.**	**Total: 5 cr.**
Year 4		

Total: 6 cr. **Total: 6 cr.**

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.

Assessment Core – 13 semester hours		
Practicum Core – 16-17 semester hours		

Years 1 & 2: Building a Foundation of Research

Year 1 &2 Rationale:

Year 3: Analysis and Synthesis of Research Knowledge

Rationale:

Years 4 and 5

rch

- **A member of a professional or research society?**
  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?**
- **Involved in teaching at the college level (includes TA)?**
- **Involved in part-time supervised practicum-training on or off-campus**
- **Presented on a psychological topic to lay or community audience.**
- **Involved in a leadership roles/activities in a professional organization**

- **Receive an Assistantship?**

- **Receive a Fellowship?**

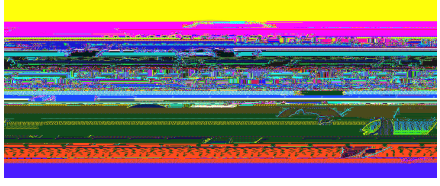
- **Receive a tuition waiver unrelated to an assistantship or fellowship?**

UNC Diverse Field Experience Practica Requirement Completion Form

Students

Criteria for determining the Diverse Field Experience Requirement:

Confidential



COMPREHENSIVE WRITTEN AND ORAL EXAMINATIONS

Comprehensive Exam Policies

-
-
-
-
-

ID # of student: _____ RATER_____

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

Concentration Area Question

Student ID_____ Rater_____

RATING SCALE GUIDELINES

-
-
-

RATING CRITERIA

•
•
•
•
•

Concentration Question Rating	**Fail**	**Pass**	**High Pass**

Comments:

Oral Comprehensive Examination

Questions Related to School Psychology PhD Objectives 1.1 to 5.3

ScoScore

SCHOOL PSYCHOLOGY PRACTICA AND INTERNSHIP

Legal Status of Students in Field Placements.

[redacted]

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)			

UNIVERSITY of

Goals/Competencies	Rating
Goal 4	

Comments

-
-
-

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

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

<u>Recommended experiences before internship.</u>

Internship Supervision.

“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.

-
-
-

Schools Where Family Members are Employed.

Programs in School Psychology
University of Northern Colorado

STUDENT NAME:

SITE:

SUPERVISOR NAME:

UNIVERSITY of

Goal 4

Midterm **Competencies** **Final**

1 2 3 4 5 NA		**1 2 3 4 5 NA**
1 2		

Section 1:

Intervention, 3.1			

Intervention, 3.2

Intervention,
3.5

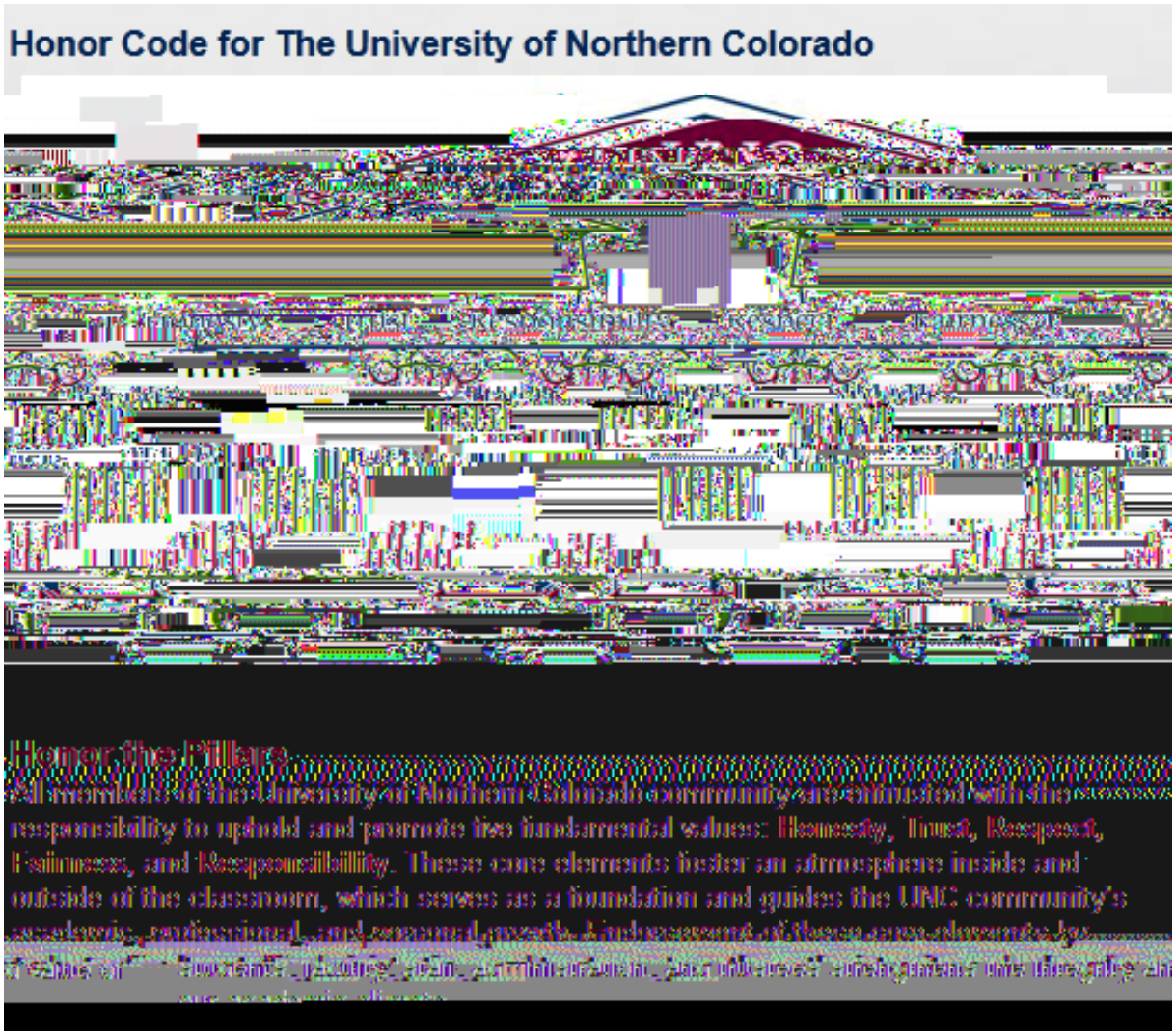
5.1

Appendices

-
-
-
- UNC Discrimination & Sexual Harassment Policy
- Nonamorous Dual Relationships Policy
- Student Review and Retention: Policy and Procedures Manual

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

Student Code of Conduct:



DISCRIMINATION REVIEW

- ***Purpose –***

Dual Relationship Decision-Making Guide Instructions

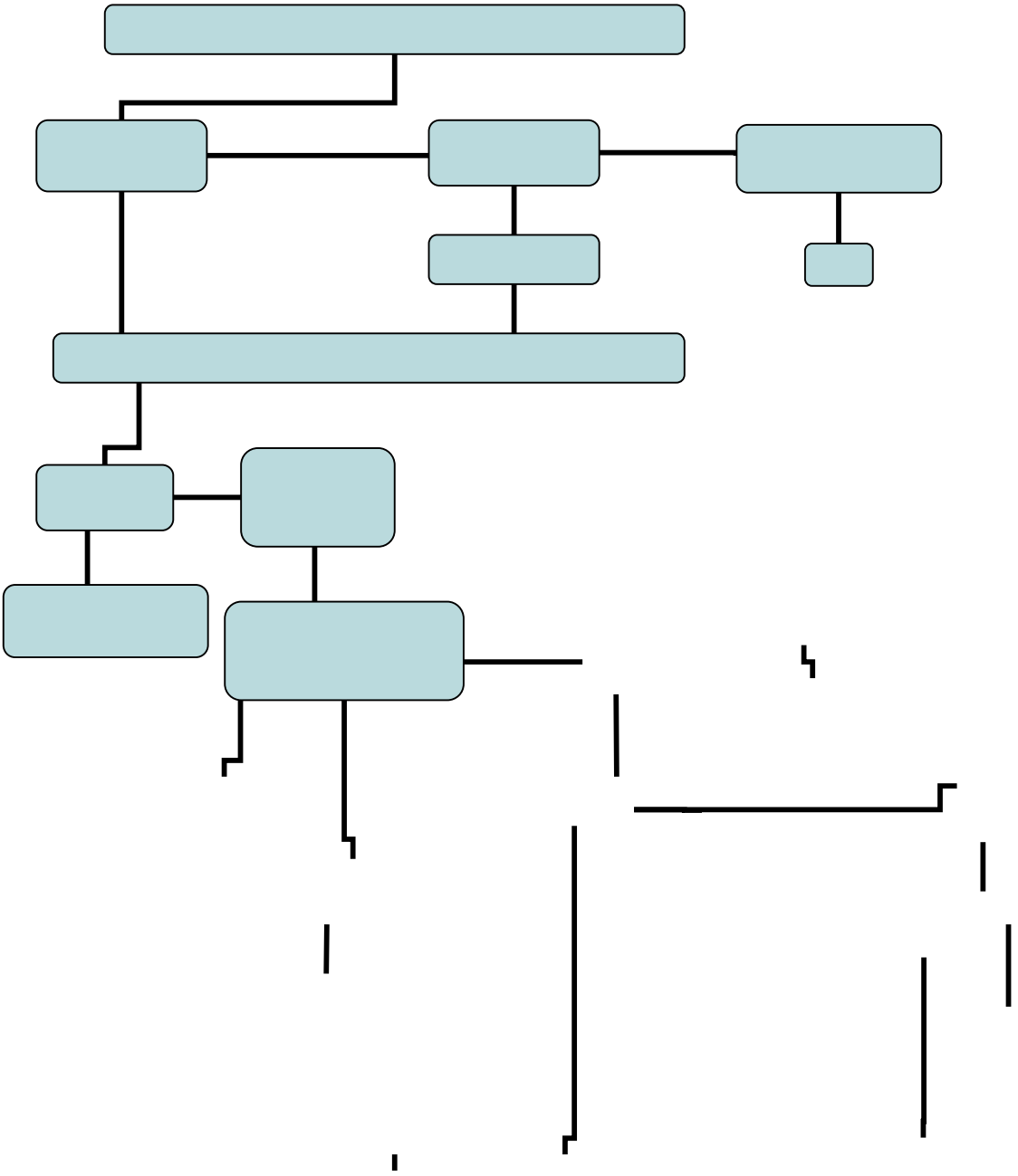
This guide is intended to facilitate examination of relationships with students. The process may be initiated by a faculty member who is concerned about his or her relationship with a student, or by a faculty member who is concerned about a colleague's relationships.

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

Review and Retention Committee Meetings

Student Review and Retention
Procedural Document

Preamble

C. Voluntary Resignation from the Training Program