The University of North Carolina at Chapel Hill

Doctoral School Psychology Program

Handbook for the 2013 Cohort
The School Psychology Program
The University of North Carolina at Chapel Hill

I. School Psychology Program Overview
   A. University of North Carolina-Chapel Hill Mission 4
   B. School of Education – Preparing Leaders in Education 4
   C. School of Education Conceptual Framework 5
   D. School Psychology Program Theoretical Approach 5
   E. Program Goals and Objectives 6
   F. Program History 8
   G. Faculty 9
   H. Program Staff 10

II. Courses, Field Experiences, Other Learning Opportunities, and Registration Procedures
   A. Program Courses, Other Required Courses, and Foundation Options 11
   B. Externships and Internships 11
   C. Communication and Advisement 14
   D. Other Learning Opportunities 15
   E. Registration Policies and Procedures 17
   F. Incomplete Grades 17

III. School Psychology Doctoral Program
    A. Overview 19
    B. Doctoral Written Comprehensive Exam 20
    C. PRAXIS II 22
    D. Sequencing of the Dissertation, Predoctoral Internship and Graduation 23
    E. Forms and Procedures for Doctoral Students 23

IV. Student Evaluation, Program Evaluation, and Ongoing Improvement
    A. Overview 24
    B. Formative and Summative Evaluations 25
    C. Internal and External Evaluations 25
    D. Proximal and Distal Evaluations 25
    E. Quantitative and Qualitative Evaluations 26
    F. Annual Evaluations 26
    G. Termination from the Program 26

V. Information for Enrolled Students
   A. Student Resources 27
   B. Appeal Procedures 28
   C. Campus Services 28

Revised 04-03-13
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Requirements for Field Based Experiences</td>
<td>28</td>
</tr>
<tr>
<td>E. Liability Insurance</td>
<td>29</td>
</tr>
<tr>
<td>F. IRB Approval to Conduct Research with Human Subjects</td>
<td>29</td>
</tr>
<tr>
<td>G. Student Involvement with Program Responsibilities and Procedures</td>
<td>30</td>
</tr>
<tr>
<td>H. Social Activities</td>
<td>30</td>
</tr>
<tr>
<td>I. Financial Support</td>
<td>30</td>
</tr>
<tr>
<td>J. Research Settings</td>
<td>31</td>
</tr>
<tr>
<td>K. Campus Services</td>
<td>32</td>
</tr>
<tr>
<td>L. Students with Special Needs</td>
<td>32</td>
</tr>
<tr>
<td>M. Sport Tickets</td>
<td>33</td>
</tr>
<tr>
<td>N. UNC Student Associations</td>
<td>33</td>
</tr>
<tr>
<td>O. Student Membership in Professional Organizations</td>
<td>33</td>
</tr>
<tr>
<td>P. Funding for Conferences &amp; Other Awards</td>
<td>33</td>
</tr>
<tr>
<td>Q. Memorandum Regarding Academic Integrity</td>
<td>35</td>
</tr>
<tr>
<td>R. Licensure and Certifications</td>
<td>36</td>
</tr>
<tr>
<td>S. LD Online Resources</td>
<td>37</td>
</tr>
<tr>
<td>T. Cultural Competence Online Resources</td>
<td>38</td>
</tr>
<tr>
<td>U. Carolina Consortium on Human Development Proseminars</td>
<td>38</td>
</tr>
<tr>
<td>VI. Appendices</td>
<td></td>
</tr>
<tr>
<td>A. Application Information and Admission Procedures</td>
<td>40</td>
</tr>
<tr>
<td>B. Doctoral Program of Studies Planning Form</td>
<td>43</td>
</tr>
<tr>
<td>C. School Psychology Program Questionnaire</td>
<td>50</td>
</tr>
<tr>
<td>D. Annual End of Year Student Review by Faculty Form</td>
<td>56</td>
</tr>
<tr>
<td>E. Dissertation Writing Resources</td>
<td>57</td>
</tr>
<tr>
<td>F. Psychoeducational Report Writing Resources</td>
<td>59</td>
</tr>
<tr>
<td>G. Recommended Guide for Academic Presentations</td>
<td>60</td>
</tr>
<tr>
<td>H. Applying for Doctoral Internships</td>
<td>61</td>
</tr>
<tr>
<td>I. Guidelines and Requirements for the Doctoral Internship</td>
<td>63</td>
</tr>
<tr>
<td>J. Intervention Resources</td>
<td>71</td>
</tr>
</tbody>
</table>
I. School Psychology Program Overview

Residing on the UNC-CH 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 (Committee on Accreditation; 750 First Street, NE Washington, DC 20002; (202) 336-5979) (http://www.apa.org) and approved by the National Association of School Psychologists (http://www.nasponline.org). The program is also accredited by the NC Department of Public Instruction.

A. University of North Carolina –Chapel Hill Mission

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

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

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

B. School of Education - Preparing Leaders in Education

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

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

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

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

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

D. School Psychology Program Theoretical Approach

The program is committed to a scientist-practitioner model of doctoral training which has served to guide program development over the past four 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 a 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 Goals and Objectives

Expectations for Graduates:

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

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

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

The following four 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, application and evaluation of consultation models, including behavioral and consultee-centered models 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 systems approach to professional practice and research, with an emphasis on prevention procedures for children and youth.

Objectives:

• Students will demonstrate knowledge of systems approaches, including family 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 of prevention 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, application and evaluation of prevention models and procedures and proficiency in their use as evidenced by satisfactory performance in requisite courses.

• Students will demonstrate knowledge of schools, health, and other community systems as evidenced by satisfactory performance in requisite courses and field-based applications.

Goal 3: 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 4: 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. 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 Evans joined the faculty in 2004 as a clinical faculty member. Steve Hooper is a clinical professor who has taught in the program since the 1980s. Many other adjunct faculty have supported the program by teaching required courses or by supervising clinical experiences.

In the fall of 2006, the program celebrated its 40th anniversary with a day long conference that featured alumni as speakers. Additional information on the Program’s alumni and its current students can be found on its website. In the fall of 2011 the program no longer accepted applications for the masters 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:


G. Faculty
The UNC School Psychology faculty includes four full time faculty and several supporting faculty devoted to the preparation of school psychologists.

Core Faculty

Steve Knotek, Ph.D.
School Psychology Program Coordinator
Associate Professor
Fellow, FPG Child Development Institute
sknotek@email.unc.edu
http://soe.unc.edu/fac_research/profile/knotek.php
Research interests: Consultation, early intervention, literacy, organizational culture, climate and problem solving

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

Barbara H. Wasik, Ph.D.
William R. Kenan Jr. Distinguished Professor
Fellow, FPG Child Development Institute
wasik@unc.edu
http://soe.unc.edu/fac_research/profile/wasik.php
Research interests: early childhood intervention/prevention, social and emotional development, early literacy, family literacy, classroom observations and interventions, home visiting

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

Supporting Faculty

Stephen R. Hooper, Ph.D.
Clinical Professor
UNC Center for Development and Learning
stephen.hooper@cdl.unc.edu

Kelly Maxwell, Ph.D.
Associate Director of the FPG Child Development Institute
Clinical Associate Professor
Maxwell@unc.edu
Mabel Tyberg, Ph.D.
Orange County School Psychologist
Instructor
tyberg@email.unc.edu

Leslie Babinski, Ph.D.
Clinical Associate Professor
lbabinski@edconsultation.org

Lindsay Vail, Ph.D.
Visiting Assistant Professor
lindsay@nc.rr.com

Gary Mesibov, Ph.D.
Clinical Professor
gary_mesibov@med.unc.edu

James Bodfish, Ph.D.
Clinical Professor
bodfish@email.unc.edu

School of Education Faculty Teaching Required or Elective Courses

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

William Ware, Ph.D. - Statistics
Judith Meece, Ph.D. - Development
Gregory Cizek, Ph.D. - Measurement
Jill Hamm, Ph.D. - Development
Dana Griffin, Ph.D. - Multicultural Counseling
Jeffrey Greene, Ph.D. - Cognition

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.

H. Program Staff

Leigh Anna Hutchison
School Psychology Program Assistant
lhutchis@email.unc.edu
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.

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 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 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 in order to help the student integrate knowledge and skills related to the practice of School Psychology as a profession into their field settings. Each student is also supervised by a psychologist in the field placement who is designated as the student’s mentor. Sites are chosen based on the quality of the training experiences for enrolled students. Detailed information on the first two years of externship experiences is provided in the course syllabus for School Psychology Externship / Seminar.

Below is a list of the 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.

- Wake County Schools
- Durham County Schools
- Orange County Schools
- Guilford County Schools
- Chapel Hill Carborro City Schools
- Alamance County Schools
- Carolina Institute for Developmental Disabilities
- Central Regional Hospital
- Whitaker School
- UNC Hospitals
• 3-C Institute for Social Development
• TEACCH
• Murdoch Center
• Child Maltreatment Center UNC Department of Child Psychiatry

**Summer Advanced Externship**

The School Psychology Program has a policy for advanced 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 need to follow the steps below:

1. This advanced summer placement must be approved by the program prior to beginning training at the agency/school. Complete, Sign, and submit the "Advanced Externship Agreement Document" prior to by the last day of classes in the spring semester.

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

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

**Doctoral Internship**

Doctoral students complete a full year (or two half years) internship during their third year of study. Students are encouraged to complete internships that provide supervised experiences in school settings, building upon the knowledge and skills gained in this school psychology program.

You are not required to attend an APA approved or APPIC approved internship site, though doing so may meet your career goals and your training objectives. Many of the UNC School Psychology students have attended APA and/or APPIC approved internships. Such settings have gone through professional reviews and thus meet high standards for internship training. Our students are competitive for internships that provide a strong match with our program goals and objectives. These will 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.

Your internship **must** meet the Council for Directors of School Psychology Programs (CDSPP) guidelines (located on the CDSPP website, and included in the Doctoral Internship course syllabus). APA and APPIC approved internships meet these standards.
You will receive information on internship sites at the beginning of your second year in the program, as part of the doctoral professional seminar. During this time you will begin to identify sites that fit with your professional goals. You will also begin initial work related to your internship application, including reflection on short term and long term career goals, vita preparation, review of internship sites within the UNC area, and sites described at the APPIC and Penn State websites. You will also prepare one essay on your conceptual framework and will discuss within the Externship / Seminar class.

During the summer between your 1st and 2nd years, you may choose to visit internship sites. You should also prepare a complete draft list of internship sites in which you are interested. At the beginning of the fall of your 2nd year, both group and individual advisement sessions are held on internships. During this time you will narrow your list of potential sites through discussions with your faculty adviser. You should hold these meetings within the first 2-3 weeks of classes. You and your adviser are to have a detailed discussion of your career goals and how any ideas you have about internship sites match these goals. Your adviser will indicate which sites he or she supports as ones for you to apply to. 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. Following the meeting with your adviser, you will prepare the final list for your adviser signature. You will then provide the Program Coordinator or the Director of Clinical Training with this list of sites for final program approval. All internship placements must be approved by the student’s academic adviser, the program faculty, the Program Coordinator, and the director of clinical Training.

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

Additional information is provided in an appendix at the end of this handbook. Doctoral students should read this information during their first semester in the program.
C. Communication and Advisement

What avenues are available for me to discuss my program of studies or other questions I might have?

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

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

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

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

**Timeline:** You should have your doctoral committee adviser and chair identified no later than October 15 of your 2nd year, and your committee should be established by March 1st of your second year.

**Other questions?**

**Information on insurance and medical reports:** The program assistant.

**Information on applying for licensure to work in the public schools:** Office of Student Affairs in the School of Education

**What other lines of communication do students have with faculty?**

**First and Second Year Students:** Faculty members meet with students throughout the first and second years. Some of the meetings will be for advisement, others to address student specific topics. These meetings will be scheduled at the same time throughout the semester with the dates listed at the beginning of each semester.

**D. Other Learning Opportunities**

The University of North Carolina at Chapel Hill campus provides extensive opportunities to develop expertise in additional areas that provide breadth and depth to the education of school psychologists. These areas include early childhood interventions, literacy and language, learning and development, measurement and evaluation, neuropsychology, and autism. Numerous courses and experiences are available that allow one to gain considerable knowledge and expertise in these areas. Students are encouraged to consider these areas, using the fourth year to possibly take additional course work and gain additional experiences. The Program is working to build its capacity to help students develop knowledge and competencies in working with Spanish speaking populations.

The **Frank Porter Graham Child Development Institute (FPG)**, one of the premier research, training, and service institutes in the nation, is closely affiliated with the School Psychology Program. Drs. Wasik, Simeonsson, and Knotek all hold appointments as fellows with the Institute. Several institute researchers serve on doctoral committees or direct dissertations, including Drs. Maxwell, Pungello, Campbell, Castro, and Buysse. The current Associate Director, Dr. Kelly Maxwell, is a graduate of the School Psychology Program.

The **Center for Developmental Science (CDS)**, located one block from the School of Education, is another closely affiliated center. Drs. Simeonsson, Knotek, and Wasik all hold appointments with this Center and are involved in seminars and research of the Center. Many students are on research assistantships at the FPG Institute and the CDS.
The Carolina Institute for Developmental Disabilities (CIDD) brings together two existing programs at UNC that have focused on providing research and clinical services for individuals with or at-risk for developmental disabilities. The Institute is made up of the following:

- Center for Development and Learning
- Neurodevelopmental Research Center

As part of the CIDD, all four programs share faculty, resources, and collaborate to improve the lives of individuals with developmental delays and their families. More information can be found at [www.cidd.unc.edu](http://www.cidd.unc.edu). The School Psychology Program has close connections with both the Center for Learning and Development and the TEACCH program, described below.

The Center for Learning and Development has six school psychologists, four of whom hold clinical appointments in the School Psychology Program. This Center is an important research and training setting for students at all levels in the School Psychology Program, from first year students to nationally competitive doctoral internship positions. It typically provides advanced training to two doctoral students each year. Currently, CDL is providing an initial practicum experience for all first year students during the fall semester.

The School Psychology Program also has a long-standing association with the TEACCH Program where students can gain valuable professional skills with children and youth with autism-spectrum disorders. Students are also employed as graduate assistants. The TEACCH program also offers clinical and research opportunities including involvement by Drs. Mesibov and Marcus in theses and dissertations.

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. Opportunities during the past few years have included teaching life span development in the school counseling program, and teaching child and/or adolescent development in the Elementary Education Program or the Master’s of Arts in Teaching Program. You may also find other teaching opportunities in fields that may match your interests and skills.

For some assignments, a master’s degree is required; for others a master’s degree is desirable. These positions are funded as official TAs and include in-state tuition and health benefits. If you are interested in a teaching position, let the Program Chair know by February of the year prior to the year you would like to serve as a TA, so your name can be provided to faculty in positions to make appointments. All school psychology students in formal teaching assistantship positions are to participate in the workshop provided by the Center for Teaching and Learning, usually held the Saturday prior to the opening of the fall semester. 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 worked out with the course instructor. The student’s role often includes assisting with class, making one or more presentations, or scoring assignments such as videotapes. These positions are typically not funded.
The school psychology faculty advises students engaged in teaching courses to provide mentoring and support. In addition, the School Psychology faculty meets with all doctoral students interested in academic careers to discuss ways to gain teaching experiences.

**Professional Development Opportunities**

Numerous opportunities take place on the UNC campus each year that offer excellent professional development for both faculty and students. You will find information posted in the School of Education, listed on the UNC calendar, 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.

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.

Attendance at professional organizations is an important aspect of professional development and participation in professional organizations can help build leadership skills and help you create networks with other professionals. We recommend that you attend either a state or national meeting yearly throughout the remainder of your time in the program. You should make a professional presentation at a national meeting between your second and fourth year.

**E. Registration Policies and Procedures**

The School Psychology Program is a 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, master’s thesis or project requirements, doctoral dissertations, examinations, and registration. Extensive information is available on the Graduate School website.

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

**F. Incomplete Grades**

The program expects students to complete coursework in a timely manner. If you have received an incomplete grade in a course, you are to meet with your academic advisor within four weeks in order to develop a plan and timeline for completion. If you have a grade of incomplete assigned by a member of the school psychology faculty, including clinical and visiting faculty, you may not take longer than six months to make up the incomplete work. Extensions may be as short as one or two weeks, depending upon the work to be completed, but will not go beyond six months.

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

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

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

**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 exams and defense of the prospectus, thesis, or dissertation.

Students must be registered for a minimum of three credit hours of dissertation during the semester(s) in which the dissertation is defended or is completed.

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

A. Overview

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

The Program emphasizes a prevention/intervention approach to enhancing the academic and social/emotional competencies of children and youth. It also emphasizes an ecological, systems perspective, recognizing that children and youth reside within increasingly complex situations, including their families, neighborhoods, communities, and school. Furthermore, the interdisciplinary nature of the school system is emphasized and students develop the skills and understanding necessary to communicate with other school professionals as well as parents and community agencies as part of a multidisciplinary team.

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

Completion of the program leads to eligibility for licensure from the State Department of Public Instruction (http://www.ncpublicschools.org/licensure) as a Level III School Psychologist in North Carolina and qualifies one for such certification in most other states. Also, graduates are eligible for licensing by the North Carolina State Psychology Board.

Length of Program: The doctoral program of studies includes 3 years of fulltime study. 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 coursework can help reduce one’s load during the academic year, or provide opportunities for courses in other departments and schools. Students must complete a minimum of 3 fulltime academic years of graduate study and complete the internship prior to the award of the degree.
**Research:** All doctoral students are expected to become involved in research with members of the faculty 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.

**Advisors:** Students are assigned an academic advisor when they enter the program and provide assistance in planning the student’s program of study. Students consider the research interests of different faculty and look for a match in terms of interests. Students ask the faculty member to chair his or her doctoral committee. Once the committee chair is determined, this person becomes the student’s academic adviser.

**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 Graduate School regulations require four semesters in full time residence. In the School Psychology Program, internship credits do not count towards residency requirements and no more than 3 dissertation credits may count towards residency.

**Summer Advanced Doctoral Externship**

If you are interested in completing more 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 you are registered. (Typically the clinical sites on the attached document entertain summer externship.) Once you are registered they can be considered "program sanctioned", however if you are not registered (for at least one credit hour), then you will not be able to enter them into your log (and the faculty will not be able to sign off on your hours prior to applying for internship). In addition - if you do not register - then you cannot be called a "UNC extern" or have any affiliation with UNC. You would simply be a "volunteer" at the site. This distinction is very important to the site and UNC. Most students simply just register for one credit hour over one of the summer sessions. If you are not registered over the summer then UNC will not be able to legally protect you in the event that a practice related issue arises. In addition to registering you must have a signed contract completed and submitted prior to attending the summer site. This contract can be found on your Sakai course site. Remember you need to have approval from your externship coordinator, Dr. Evarrs, prior to beginning an externship. Please let me know if you have any further questions.

**B. Doctoral Written Comprehensive Examination**
Purpose: A comprehensive examination is required for all students in the School Psychology program and is designed as a comprehensive and valid assessment of the student’s knowledge of the field of school psychology, being consistent with national expectations for knowledge at the doctoral level. Questions are designed to elicit integrative, synthesizing responses. Ethical considerations are either implicit or explicit in every question. The exam is administered during the Spring semester.

When: The exam days are Thursday and Friday prior to spring break, and Monday and Tuesday prior to fall break. The exam is 12 hours in length, with 3 hours for each half day. The exams are taken in the School of Education computer lab, unless other arrangements need to be made. School of Education computers are used for the exams. Students’ responses are saved onto flash drives and printed.

Requirements: To qualify to take the doctoral examinations, the student is to file a request the semester prior to the exam semester by writing to the doctoral exam coordinator. Should the faculty believe the student needs to obtain additional competencies prior to taking the doctoral examination additional course work and other preparation may be required prior to taking these exams.

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

- Register for the semester that the exam is taken
- All required course work completed or in progress
- Second semester of EDUC 821 in progress
- No outstanding incompletes
- Passing scores on the PRAXIS II received and recorded by the School of Education
- Appointment of doctoral committee advisor and dissertation committee
- Recommend: Proposal of Dissertation

Administration: One person on the School Psychology faculty is designated the doctoral written exam coordinator. The coordinator's responsibilities include clearing each student to take the exam, convening the faculty to develop the common exam questions, preparing the exam in proper form, and assuring the appropriate administration of the exam. The program assistant provides help in preparing the exam by scheduling the exam location, preparing the written exam, and then distributing the exam to students on the designated exam days. The student’s doctoral committee chair provides feedback to the student on his or her performance. Doctoral students will not be allowed to take their comprehensive exams with an outstanding Incomplete Grade.

Performance Expectations for the Doctoral Written Exams

Content areas:
- Assessment at the individual, group (class), and systems level
- Intervention at the individual, group (class), and systems level
- Evidenced-based interventions
Consultation at the individual, group, and systems level
Statistics/Measurement
Research/Experimental design (group and single case designs)
Program evaluation
Professional issues and practices, including supervision
Child/adolescent development and application of theories and research
Learning theories and application of theories and research
Special populations
Multicultural issues and diversity
Ethics, legal issues, federal policies influencing practice
Current issues in school psychology

Passing requirements: Students are required to pass 7/8 questions of the doctoral written exam in order to pass the exam. If a student passes 7 of the 8 questions, the student will have passed the exam, but will be required to complete remedial work for the failed question. Not passing the exam. Occasionally a student does not pass the exam. If a student passes only 6 of the 8 areas, a grade of failing will be recorded with the School of Education and the student may retake the exam at the next exam date, but not until at least 3 months have passed between the original exam and the second exam. A passing grade will be submitted once the remedial work has been completed. Marginal performance: For students who perform marginally on more than one question (as defined by grades of P- on two or more questions), the faculty will identify a specific remedial plan for the student. In all situations described here, the students and advisor will have detailed discussions concerning the student’s performance, and the student’s performance will be reviewed by the total faculty. Remedial work is always required for the circumstances identified in this paragraph. Remedial plans will be provided to the student in writing, with a deadline date provided.

Possible remedial plans for failing one question or receiving marginal passing grades on two or more questions:
- Rewriting the specific questions under the same test conditions as the original exam
- Responding to different questions under the same test conditions as the original exam
- 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 exam. For an oral exam, three faculty will be present and two of the three must determine that the student has passed the oral exam.
- Other plans may be identified, based upon the faculty judgment of what will best address concerns with the examination

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

C. PRAXIS II. All doctoral students are required to take and pass the PRAXIS-II exam and submit passing scores to the School of Education prior to beginning the advanced doctoral externships. (Both total scores and subtest scores should be submitted.) Several books and other sources of information are available for preparing for the PRAXIS-II (see NASP website, books, sample tests). Some students study together; others prefer to prepare on their own. The passing
score for the UNC School Psychology Program is 165 for the total exam, 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 exam. The PRAXIS II exam is considered a summative evaluation of doctoral students.

D. Sequencing of the Dissertation and Predoctoral Internship and Graduation

The UNC-CH School Program requires that each student successfully defend his or her dissertation proposal before leaving for internship. Students should plan to have sufficient time in advance of their internship year to prepare their dissertation proposal. You should present a proposal in the fall or spring semester of your second year. In some instances, students have completed their dissertations prior to initiating their internship.

Dissertation timeline: Students should begin early in their graduate studies considering topics of interest. Research experiences can be obtained through research assistantships, through participating as a member of a faculty member’s research group, by conducting a thesis as part of the doctoral program of studies, 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.

Spring 1st year:
1. Select a faculty member to chair the doctoral committee. The chair of your committee must be a tenure-track faculty member in the School Psychology Program.
2. Discuss potential committee members with the committee chair then ask these individuals to serve on the committee. A committee of five members, including the chair, is required. At least one member (not including the chair) is to be a tenure-track faculty member in the Program. A second member can be from among any tenure-track faculty member in the School of Education. Further guidelines for committee composition and other dissertation requirements can be found in the Graduate Student Handbook available online at http://handbook.unc.edu/.

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

Before Graduation:
Students must have completed their dissertation defense before they are eligible for graduation from the program.

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

E. Forms and Procedures for Doctoral Students

The following can be found online at http://soe.unc.edu/academics/phd_schpsyc/
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 give honest, detailed feedback to students, and it is the right of students to know in what ways their performance is regarded, their strengths and weaknesses, and to have an opportunity for open self-reflection with the primary instructors in their professional training. One of the ways in which the School Psychology Program attempts to meet this need is through reviews of student work across all domains of program courses and field-experiences, research, and other relevant professional work. Guidelines and criteria form the bases for useful dialogue and review by both students themselves and by the faculty. (See the Annual End of Year Student Evaluation by Faculty Form, Appendix D this Handbook).

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

To meet the expectations of accrediting groups such as the American Psychological Association and the National Committee on Accreditation of Teacher Education (NCATE), 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, NCATE goals, or School Psychology Program goals. These notations are included to enable the faculty to track and monitor our content and procedures in comparison with our own Program goals (identified at the beginning of this Handbook) as well as those of accrediting agencies. These notations also provide students with information on how the content in classes and field experiences are meeting goals and expectations.

Our evaluation procedures meet a number of expectations, including the following.

- Formative and summative evaluations
Internal and external evaluations
Proximal and distal evaluations
A variety of quantitative and qualitative instruments and procedures

Assessments can and often do serve more than one goal. For example, assessing content knowledge during the comprehensive exams 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, externship mentor evaluations, and field mentor supervisor evaluations.

Summative evaluations include performance on 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, 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 we 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

In December of each year faculty review the status of students, covering courses, grades, field work, and progress towards degree, as well as interpersonal dispositions. All students receive a letter noting satisfactory work in all areas, or noting areas of concern or that need remediation. Students with areas of concern or needing remediation are asked to meet with his or her academic advisor to discuss.

Similar to the end of fall semester evaluations, but more comprehensive in nature, 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 asked 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 exam 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 exams. 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 required level for continued enrollment or work towards a degree.
The Graduate School’s policy related to grading is that one F or three Ls in courses makes a student ineligible to continue in Graduate School. Should a student be in this situation, the student may request reinstatement by submitting a formal request to the faculty, providing information on the student’s performance and identifying ways of addressing the low or failing performance. The faculty will consider reinstatement and remedial plans for students making an F in a course.

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

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

V. Information on UNC 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 go to the Graduate School website and open the link to Student Resources. You will find a wealth of information and opportunities. Note that there are associations, ongoing professional development workshops, information on awards and fellowships (including dissertation completion awards), research information, travel funds, and financial assistance for presentations at conferences. As an example of the kinds of resources, the Graduate School provides workshops on academic presentation skills, including one tailored for international students. The Graduate Student Association in the School of Education is another opportunity to meet graduate students from other areas. This association also provides travel assistance for conferences.

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

- Honor Code
- Ethics in Research
- Family Educational Rights and Privacy Act (FERPA)
- Illegal Drug Policy
- Student Alcohol Policy
- Immunization Requirements
- Improper Relationships between Students and Employees
- Non-discrimination Policy
MyUNC: MyUNC is a personal webpage provided to each student at UNC. In order to access your page you must have an onyen (https://onyen.unc.edu/cgi-bin/unc_id/services) and password. Your MyUNC page can be personalized and provides information about campus events and services, your financial aid, accounts and bills, and your class schedule and grades. You can also access your UNC email account from your MyUNC page.

Accessing your MyUNC page:

1. Go to the UNC homepage (www.unc.edu)
2. At the top of the page, directly under the picture and to the right is a tab for Login MyUNC, click on this tab.
3. On the left 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.

B. Appeal Procedures

The University has identified appeal options for students related to academic matters. Students can locate the appropriate appeal information by going to the Graduate School website. Appeal information on grades is available at the following website: http://gradschool.unc.edu/handbook/grading.html.

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

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

C. Campus Services

Many other services are available to students throughout the UNC campus. These include legal services, counseling services, The Writing Center, and The Odum Institute (for assistance with survey writing and data analysis, both quantitative and qualitative).

D. Requirements for Field Based Experiences

Health Exam

Prior to entering the program, students must have a health examination. The State of North Carolina requires the completion of a health examination certificate for all students who will participate in a graduate internship.
This “Student Teaching/Graduate Internship Health Examination Certificate” can be found at http://soe.unc.edu/academics/phd_schpsyc/enrolled_docs/health_exam_requirements.pdf and http://soe.unc.edu/academics/phd_schpsyc/enrolled_docs/health_exam_requirements.pdf

**TB Tests**

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

Incoming students can receive a TB test at UNC Campus Health. Information regarding appointments can be found at http://campushealth.unc.edu/.

Upon completion on the required health requirements, the health forms are to be returned to:

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

**Criminal Background Check**

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

**E. Liability Insurance**

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

**F. IRB Approval to Conduct Research with Human Subjects**

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

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

- Each semester, the faculty holds a cohort meeting (for first and second year students) once each semester to provide a forum for discussing student-related concerns and to develop solutions.
- Students complete an end of the year program evaluation as part of their involvement in helping maintain program quality.
- Students assist with admissions by meeting with applicants the evening prior to the interviews, meeting with applicants in the interview days, and 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.
- 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. Social Activities

Social activities are also an important part of one’s graduate education. Graduate students arrange several socials during the year. Two faculty-student socials are held during the year.

I. 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. In some cases, students will arrive on campus without an assistantship. Typically, however, within the first month of school, all students have secured some sort of funding.

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

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

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

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

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

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

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

J. Research Settings

There are numerous research and clinical settings on the UNC-CH campus that provide complementary training experiences and opportunities for research assistantships. Each year, the majority of the students in the School Psychology Program have research assistantships with one of the groups listed below.
The Frank Porter Graham Child Development Institute (http://www.fpg.unc.edu) is a nationally recognized center that is involved in major longitudinal studies of children and their families, as well as studies on learning disabilities, mental retardation, giftedness, and children with physical disabilities.

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

The Center for the Clinical Study of Development and Learning (http://www.cdl.unc.edu) has a long history of working with multi handicapped and developmentally delayed children as well as current studies on attention deficit disorders.

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

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

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

K. Campus Services

Many services are available to students throughout the UNC campus. These include legal services, counseling services, The Writing Center, and The Odum Institute (for assistance with research questions).

L. Students with Special Needs

Both UNC and the School Psychology Program are committed to assisting students with special needs. Please feel free to identify your needs to any course instructor, with your academic advisor, or the program chair, so that we can discuss any accommodations that are needed to assist your learning needs. Also, please meet with the UNC Disabilities Services and Learning Disabilities Services on the UNC website or at: 05 Steele Building, (919) 962-8300, disabilityservices@unc.edu; and 137 E. Franklin Street in the Bank of America Building, Suite 602, (919) 962-7227, respectively.

If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this course, please contact the Department of Disability Services at 962.8300, at http://disabilityservices.unc.edu/eligibility/index.html or via email at disabilityservices@unc.edu

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, DDS provides reasonable accommodations, so students with disabilities who are otherwise qualified may, as independently as possible meet the demands of University life. The following
information is a general description of facilities, programs and accommodations available for students with disabilities.

M. 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.

N. UNC Student Associations

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

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

O. Student membership in professional organizations

APA, NASP, NCSPA, and NCPS

APA
American Psychological Association of Graduate Students (APAGS)

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

Student Affiliates of School Psychology, a student organization of APA Division 16, has been active at UNC in the past. More information regarding SASP can be found at http://saspweb.info/.

In addition, students can join the Graduate Student Association. Please see the GSA website at http://soe.unc.edu/gsa/ for more detailed information.

P. Funding for Conferences & Other Awards

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

Recurring Awards:

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

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

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

APA Student Travel Award

The purpose of this award program is to help psychology graduate students travel to the annual APA Convention to present their research. The Science Directorate of the American Psychological Association 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 2010, approximately 100 students will receive $300 to support their travel to the APA Convention in San Diego, California. In addition, 7 students who apply for a Travel Award will receive an Ungerleider/Zimbardo Travel Scholarship of $300 from the American Psychological Foundation (APF), bringing to 107 the total number of students who receive a grant of $300 to help support their attendance at Convention. In addition to being eligible to apply for a Travel Award, students who are both members of the American Psychological Association of Graduate Students (APAGS) and first authors are also eligible to have their convention registration fees waived.
http://www.apa.org/about/awards/scidir-stutrav.aspx

James J. Gallagher Dissertation Award

The James J. Gallagher Dissertation Award was established in 2002 for dissertation support of a student whose work involves young children or family support and is policy-related. Dr. Gallagher was the director of the FPG Child Development Institute from 1970 to 1987 and has actively continued his research at the Institute. The dissertation award is funded by an endowment established in Jim’s 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. Priority for the award will be in these areas. The amount of the award for 2010 was $2,500. The

Revised 04-03-13
recipient must be a graduate student currently enrolled at UNC who has successfully defended his or her dissertation proposal and has an approved plan of research or will have an approved plan by the summer of 2010. 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.

Q. MEMORANDUM REGARDING ACADEMIC INTEGRITY

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

The Honor Code (http://honor.unc.edu/honor/index.html) prohibits lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. The Campus Code requires students to conduct themselves so as not to significantly impair the welfare or the educational opportunities of others in the University community. As a student at UNC-CH, you have accepted a commitment to the Honor Code and the Campus Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which they were founded more than 100 years ago.

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

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

Offenses Under the Honor Code

General Responsibilities

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

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

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

**Academic Dishonesty**

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

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

**R. Licensure and Certifications**

**NCSP Certification:**

**Qualification Standards**

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

**Certification Requirements**

**Coursework Requirement:** Completion of a 60 graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.
**Internship:** Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation. Additional information is available from the NSPCS.

**Examination:** Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service. Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service. ETS's *Tests at a Glance* contains content outlines, sample questions with rationale for the best answers, and test-taking strategies.

**North Carolina State License for work in the public schools**

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

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

**North Carolina Psychology Board**

The North Carolina Board requires a letter from the program. Contact the Program Assistant. The program will complete the remainder of the form, have it signed by the program chair, have it notarized, and then send it on to the Board.

**S. LD Online Resources**

LD Online http://www.ldonline.org


National Research Center on Learning Disabilities. Retrieved December 30, 2007 from:
http://www.nrcld.org
T. Cultural Competence Online Resources:

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

- Multicultural Resources from NASP:
  http://www.nasponline.org/resources/listingm.aspx
  - Multicultural Interest Group
  - 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

- NASP Cultural Competence Website:
  http://www.nasponline.org/resources/culturalcompetence/index.aspx This website provides a number of resources to students and mentors which include documents such as: Culturally Competent Assessment and Consultation, Culturally Competent Crisis Response, and Culturally Competent Schools: Guidelines for Secondary School Principals

U. Carolina Consortium on Human Development Proseminars

For schedule of current, recent and future Consortium Proseminars, colloquia and workshops.

http://cds.unc.edu/cchdproseminar.htm
VI. Appendices

A. Application Information and Admission Procedures

B. Doctoral Degree
   Timeline
   Program of Studies Planning Form
   Approved Foundation Courses

C. UNC-CH School Psychology Program Questionnaire

D. Annual End of Year Student Review by Faculty Form

E. Dissertation Writing Resources

F. Psychoeducational Report Writing Resources

G. Recommended guide for Academic Presentations

H. Applying for Doctoral Internships

I. Internship Guidelines and Requirements

J. Internship Resources
Appendix A

Application Information and Admission Procedures

Applicant Background: Applicants with backgrounds in either psychology or education have the most relevant background for considering graduate work in school psychology. Applicants from other backgrounds will be considered; however, prerequisite courses are required of all applicants. Prior work with children/youth in one or more capacities is expected. Research experience is recommended for applicants to the doctoral program. Detailed admission information is available on the Graduate School website and for School Psychology on the School of Education website.

Applications: To ensure that your application can be considered, your completed application with all supporting materials must be on file in the Graduate School and in the School of Education no later than the absolute deadline of January 1. We urge applicants to ensure completion and receipt of their application by mid-December because late applications and supporting materials will not be accepted. Late letters of recommendations cannot be accepted. Graduate School applications are to be submitted to the Graduate School in accordance with the directions posted on the Graduate School webpage. Review the Graduate School procedures, the School of Education procedures (http://soe.unc.edu/services/apply/grad/), and the School Psychology Program procedures to ensure your application will be given a full review.

Important – 2 additional requirements:
First, in addition to the regular graduate school application, the School Psychology program requires a Statement of Intent and identification of prerequisites. Applications are considered incomplete by the February 12th deadline and cannot be considered if these 2 items are not received by then. The statement of intent should clearly and concisely identify why the applicant wishes to attend graduate school and which degree program the applicant wishes to be admitted to. The applicant should identify prior relevant experiences with children or adolescents, educational settings, and research. The applicant should identify their reason for wishing to pursue graduate studies in the UNC School Psychology Program and identify how the applicant’s experiences, goals, and objectives match with those of the Program. The completed statement of intent document should be sent directly to the School of Education before the February 12th application deadline.

Second, applicants must identify whether they have taken the four content areas listed below as prerequisites, with all requested information completed. Be sure to add this table as the last page of your Statement of Intent and submit to be received before the February 12th deadline.

Prerequisites. The School Psychology Program recommends that applicants have a strong foundation in psychology before beginning graduate studies in school psychology. Consequently, the Program recommends that applicants take at least 15 semester hours of courses in psychology. As noted above, the following courses are prerequisites: (1) child or adolescent development, (2) learning theory or cognitive development, (3) abnormal psychology, and (4) personality theories. A student may be admitted without one or two pre-requisites. However, the student must have no more than one outstanding prerequisite by the time of enrollment, and that one prerequisite must be completed by the end of the first semester of course work. Applicants
may wish to obtain a broad foundation for graduate studies by taking one or more courses in areas such as sociology, education, and social work.

Individuals admitted who have prior graduate work will have their work evaluated to determine their specific course of study. If the individual has had one year of prior graduate work experience, the program of studies will most likely not be shorter than that of other students. If the applicant has two years or more of graduate course work and field experiences in school psychology, the student should refer to the section on advanced status to review expectations.

Students with prior work in school psychology at another institute applying to the doctoral program are also to submit copies of one research-based report and one psychological report, recommendations from three faculty and one field-based supervisor. If the applicant has completed two years of graduate study in school psychology at the time of application, a PRAXIS II score of 165 is required to be considered for admission.

The faculty begins the review of applicants as early as December. By February decisions are made on individuals to be invited for interviews. Between late January and mid-February, the Program invites selected applicants to an on-campus interview. Interviews are held on campus on a Friday during mid to late February and are required in order for an applicant to be considered for admission. The hours for the interview day are 8:30 to 2:30. Currently enrolled students plan a welcome social the Thursday evening before the Friday interviews. Offers of admission are generally extended between late February and early March. In addition, some applicants may be placed on a wait list for admission.

Competitive applicants to the School Psychology Program typically have strong GPAs, strong GRE scores, and relevant experiences working with children and youth. The UNC Graduate School recommends GRE total scores of 1000 and an undergraduate GPA of 3.0. Admitted applicants demonstrate a strong match with the Program’s goals and objectives. The program enrolls approximately 10 – 12 doctoral students each year. Admitted master’s and doctoral students have average total GRE scores of 1250 and average GPA of 3.5.

Awards, Fellowships, and Assistantships: The Graduate School deadline for applicants to be considered for Graduate School awards is Dec. 11th. Students may not apply directly for these awards; instead, all applicants whose application is completed by the deadline of Dec. 11th are considered. The awards are made based upon a review of applicant materials by three different groups of faculty. Other assistantship offers are made at a later time. Most student financial support comes in the form of graduate assistantships offered by program faculty, other faculty in the School of Education, or researchers with one of several centers and institutes on the UNC campus. Almost all students are funded during their first year, and in general all second year students and above students have funding through research, graduate, or teaching assistantships.

Enrollment: Enrollment for all students begins in the Fall Semester. Students may choose to come earlier and begin study during the summer, but the number of required academic semesters in residence typically cannot be shortened. In general, school psychology courses are not offered during the summer sessions, though several foundation courses may be taken.

To obtain additional information, please refer first to the Program materials on the website: http://soe.unc.edu/academics/phd_schpsyc/. These materials have been prepared to respond to...
typical applicant requests for information. Potential students are welcome to write or call with any additional questions.

For any questions related to the receipt of your application or materials in your application, address your questions to the Office of Student Affairs
Email: ed@email.unc.edu
Phone: (919) 966-1346
Fax: (919) 843-2614

For information on program questions and information on interview dates, address your questions to:
Leigh Anna Hutchison
lhutchis@email.unc.edu
Phone: (919) 843-1904
Fax: (919) 843-2614

Non-discrimination policy:
The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. The Dean of Students (CB# 5100, 450 Ridge Road, Suite 1106 (Student Academic Services Bldg.), Chapel Hill, NC 27599-5100 or 919-966-4042) has been designated to handle inquiries regarding the University's non-discrimination policies.
Appendix B

University of North Carolina Chapel Hill

Ph.D. in School Psychology

DOCTORAL PROGRAM OF STUDIES
PLANNING FORM

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PID</td>
<td></td>
</tr>
<tr>
<td>Semester &amp; Year of Enrollment</td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
</tr>
<tr>
<td>Dissertation Chair / Coordinator</td>
<td></td>
</tr>
<tr>
<td>Reader #1</td>
<td></td>
</tr>
<tr>
<td>Reader #2</td>
<td></td>
</tr>
<tr>
<td>Reader #3</td>
<td></td>
</tr>
<tr>
<td>Reader #4</td>
<td></td>
</tr>
</tbody>
</table>

The Ph.D. in School Psychology is an APA accredited program that leads to licensure as a psychologist in North Carolina as well as most other states. Students who intend to live in other states should check the licensure requirements in those states if you are intending to work in another state. The Program is also approved by NASP and by the NC Department of Public Instruction for doctoral level licensure for school psychology. As a result, the Program is responsive to multiple sets of requirements. We have developed an integrated plan that provides for a sequenced and cumulative training experience across your years in the Program.

The Program of Studies timeline illustrates a three year plan, and a number of our students follow this plan. However, any student who wishes to extend their graduate course work over four years may do so by modifying the three year plan.

To meet APA accreditation requirements, your 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. Curriculum is also expected in the science/methods/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, issues of cultural and individual diversity that are relevant to the above are expected in the curriculum, and 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 11 training domains.

Complete this form at the beginning of your first semester of enrollment and update with your adviser each academic year. List all courses to be taken or already completed at UNC-CH or at other institutions that will be
part of your doctoral program of studies. With special academic advisor approval, alternatives to required courses may be given. When substituting a course for a required course, please list the title of the substitute and the course number and have your adviser initial.

PREREQUISITE COURSES:
(All courses must be at the graduate level.)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester &amp; Year Taken</th>
<th>University Taken @</th>
<th>Grade</th>
<th>UNC Course that can be taken to fulfill this requirement</th>
<th>Academic Advisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality Theories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDUC 684</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*To be changed to EDUC 710</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Theories &amp; Cognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychoeducational Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL PSYCHOLOGY INTERVENTION AND ASSESSMENT: 15 Credit Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
<th>Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 718</td>
<td>School Psychology Intervention &amp; Assessment I</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 719</td>
<td>School Psychology Intervention &amp; Assessment II</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 818</td>
<td>School Psychology Intervention &amp; Assessment III</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 819</td>
<td>School Psychology Intervention &amp; Assessment IV</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 783</td>
<td>Applied Measurement &amp; Theory</td>
<td></td>
<td></td>
<td>(Taught every other year)</td>
</tr>
</tbody>
</table>
# PROFESSIONAL DEVELOPMENT & FIELD EXPERIENCE: 18 Credit Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
<th>Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 721 A</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 721 B</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 821 A</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 821 B</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 822</td>
<td>School Psychology Internship</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 822</td>
<td>School Psychology Internship</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# RESEARCH & EVALUATION: minimum of 12 credit hours (outside of the dissertation)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
<th>Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 784</td>
<td>Statistical Analysis of Educational Data II</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 709</td>
<td>Applied Investigations</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 785 or</td>
<td>Policy / Program Evaluation</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLCY 801</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 884 or</td>
<td>Statistical Analysis of Educational Data III</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Statistical / Research Course</td>
<td>Or Advanced Statistical Analysis / Research Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 994</td>
<td>Doctoral Dissertation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 994</td>
<td>Doctoral Dissertation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research & Evaluation Notes:

- 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.
- Students taking an advanced statistical / research course in place of the EDUC 884 course must have program approval prior to enrolling.
<table>
<thead>
<tr>
<th>Content Area as defined by APA</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Sem.</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Aspects of Behavior</td>
<td>EDUC 763</td>
<td>Biological Bases of Children’s Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive/Affective Aspects of Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Aspects of Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Systems of Psychology</td>
<td>PSYC 760</td>
<td>History and Systems of Psychology</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>Psychological Measurement</td>
<td>EDUC 783</td>
<td>Applied Measurement Theory for Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methodology</td>
<td>EDUC 709</td>
<td>Applied Investigations</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Techniques of Data Analysis</td>
<td>EDUC 784</td>
<td>Statistical Analysis of Educational Data II</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>EDUC 709</td>
<td>Applied Investigations</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>EDUC 785 or</td>
<td>Policy / Program Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLCY 801</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 884 or</td>
<td>Statistical Analysis of Educational Data III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Or Advanced Statistical Analysis / Research Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis /</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Differences in Behavior</td>
<td>EDUC 718</td>
<td>School Psychology Intervention &amp; Assessment I</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>EDUC 719</td>
<td>School Psychology Intervention &amp; Assessment II</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>EDUC 818</td>
<td>School Psychology Intervention &amp; Assessment III</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>EDUC 819</td>
<td>School Psychology Intervention &amp; Assessment IV</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>Human Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dysfunctional Behavior/Psychology</td>
<td>EDUC 762</td>
<td>Child Development &amp; Disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Standards and Ethics</td>
<td>EDUC 721 A</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>EDUC 721 B</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>EDUC 821 A</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>EDUC 821 B</td>
<td>School Psychology Externship &amp; Professional Seminar</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>Cultural and Individual Diversity</td>
<td>EDUC 739</td>
<td>Global Child: Development in Education</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
</tbody>
</table>
# UNC School Psychology

## Doctoral Program Planning Guide

### Year 1 FALL
- **SEMINAR / FIELD EXPERIENCE CORE**
  - EDUC 721 Professional Seminar / Externship (SP Only) (3) Evars
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 718 Advanced Intervention / Assessment I (Micro-systems: Child / Family) (3) Knotek
  - EDUC 719 Advanced Intervention / Assessment II (Macro-Systems: School) (3) RS
- **RESEARCH CORE**
  - (EDUC 684 Stats *to be changed to EDUC 710 I (3) – not counted towards PhD Credits Possible Instructor: Ware)
  - Measurement (Cizek) (3)
  - EDUC 784 Statistics II (Ware) (3)
  - EDUC 884 Statistics III (3)
- **FOUNDATIONS CORE**
  - EDUC 709 Applied Investigation / Research Design (RS) (3)
  - PSYC 760 History & Systems of Psychology
  - Educational Psychology / Research Course (3)
  - Selective / Policy Course (3)

### Year 1 SPRING
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 821 Professional Seminar / Externship (SP Only) (3) Evars
  - EDUC 822 Internship (Captive) (SP Only) (3) SP Faculty
- **RESEARCH CORE**
  - EDUC 784 Statistics II (Ware) (3)
  - EDUC 884 Statistics III (3)
  - EDUC 994 Dissertation SP Faculty (3)
- **FOUNDATIONS CORE**
  - PSYC 760 History & Systems of Psychology
  - Educational Psychology / Research Course (3)
  - Selective / Policy Course (3)

### Year 2 FALL
- **SEMINAR / FIELD EXPERIENCE CORE**
  - EDUC 721 Professional Seminar / Externship (SP Only) (3) Evars
  - EDUC 821 Professional Seminar / Externship (SP Only) (3) Evars
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 821 Advanced Intervention / Assessment III (Systems) (3) Knotek
  - EDUC 822 Internship (Captive) (SP Only) (3) SP Faculty
  - EDUC 818 Advanced Intervention / Assessment III (Systems) (3) Knotek
  - EDUC 819 Advanced Intervention / Assessment IV (Learning Sciences) Knotek
- **RESEARCH CORE**
  - EDUC 784 Statistics II (Ware) (3)
  - EDUC 884 Statistics III (3)
  - EDUC 994 Dissertation SP Faculty (3)
- **FOUNDATIONS CORE**
  - Educational Psychology / Research Course (3)
  - Selective / Policy Course (3)

### Year 2 SPRING
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 821 Professional Seminar / Externship (SP Only) (3) Evars
  - EDUC 994 Dissertation SP Faculty (3)
- **RESEARCH CORE**
  - Educational Psychology / Research Course (3)
  - Selective / Policy Course (3)
- **FOUNDATIONS CORE**
  - Educational Psychology / Research Course (3)
  - Selective / Policy Course (3)

### Year 3 FALL
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 821 Advanced Intervention / Assessment III (Systems) (3) Knotek
  - EDUC 822 Internship (Captive) (SP Only) (3) SP Faculty
- **RESEARCH CORE**
  - EDUC 994 Dissertation SP Faculty (3)
- **FOUNDATIONS CORE**
  - Selective / Policy Course (3)

### Year 3 SPRING
- **SCHOOL PSYCHOLOGY CORE**
  - EDUC 822 Internship (Captive) (SP Only) (3) SP Faculty
- **RESEARCH CORE**
  - EDUC 994 Dissertation SP Faculty (3)
- **FOUNDATIONS CORE**
  - Selective / Policy Course (3)

### Total Hours:
- Year 1: 12
- Year 2: 12
- Year 3: 6

### Notes:
- Total # of Credit Hours: 54-60 (This does not include Prerequisite courses.)
- A total of 2 three hour graduate courses can be transferred into the Program of Studies (outside of the prerequisite courses.)
- The Program is sequenced, cumulative, and graded in complexity.
SCHOOL PSYCHOLOGY PROGRAM OF STUDIES APPROVAL

### Year One

<table>
<thead>
<tr>
<th>Individual</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology Program Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Individual</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology Program Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year Three

<table>
<thead>
<tr>
<th>Individual</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology Program Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year Four (Optional)

<table>
<thead>
<tr>
<th>Individual</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology Program Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Completion of the School Psychology Program

Once you prepare to graduate, the following signatures are obtained when the program of studies is completed.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology Program Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Graduate Studies (Associate Dean for Student Services)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One copy of the completed program of studies is required to be filed in with the Student Affairs Office in the School of Education, to be cleared for graduation.
In order to plan for your individualized Program of Study the faculty is requesting that you complete the following questionnaire. We expect that there will be a number of skill areas which you will not have fully developed. Over the course of your academic career and field placements at UNC we will guide each of you on your program of studies and incorporate courses, readings, and field-based assignments which will increase your knowledge base and professional skills in your personalized areas for development. Once you complete this questionnaire could you please send this to the School Psychology Program Assistant at lhutches@email.unc.edu. Thank you in advance for taking the time to thoughtfully complete this questionnaire and we look forward to working with you in the fall.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Trained in this assessment (Yes / No)</th>
<th>Number of Administrations (indicate number: none, 1-5, 5+)</th>
<th>Setting(s) of Administration (Clinic, Public School, University Training Center)</th>
<th>Target of Administration (Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC-IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WJ-III Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WJ Cognitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KTEA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAS-II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool Screening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBC – Achenbach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vineland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thematic Apperception Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projective Drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Completions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Fall 2013 *Intervention* Skill Survey:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Trained in this Intervention (Yes / No)</th>
<th>Number of Administrations of Intervention (indicate number: none, 1-5, 5+)</th>
<th>Setting(s) of Intervention (Clinic, Public School, University Training Center)</th>
<th>Identify Target of Intervention (Group, Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Behavioral Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with Parent(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom –Wide Interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Wide Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARE- NASP Crisis Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suicide Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Behavior Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Intervention Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Progress Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please include additional interventions in the blank rows as needed.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Skill / Knowledge Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPPA</td>
<td></td>
</tr>
<tr>
<td>Informed Consent</td>
<td></td>
</tr>
<tr>
<td>Section 504 of the Rehabilitation Act</td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td></td>
</tr>
<tr>
<td>ADA</td>
<td></td>
</tr>
<tr>
<td>North Carolina Procedural Guidelines for Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>NC Standard Course of Study</td>
<td></td>
</tr>
<tr>
<td>APA Ethics and Guidelines</td>
<td></td>
</tr>
<tr>
<td>NASP Ethics and Guidelines</td>
<td></td>
</tr>
</tbody>
</table>

*Please include topics in the blank rows as needed.*
## Fall 2013 Research / Evaluation Skill Survey:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Skill / Knowledge Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Subject / Case Design</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment (School-Based)</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment (Classroom/ Grade)</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment (District-Level)</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment (Other)</td>
<td></td>
</tr>
<tr>
<td>Developed Experimental Designs</td>
<td></td>
</tr>
<tr>
<td>School-Wide Evaluation</td>
<td></td>
</tr>
<tr>
<td>District-Wide Evaluation</td>
<td></td>
</tr>
<tr>
<td>Survey Research</td>
<td></td>
</tr>
<tr>
<td>Instrument Development</td>
<td></td>
</tr>
<tr>
<td>Policy Development</td>
<td></td>
</tr>
<tr>
<td>Formulation of a Research Proposal</td>
<td></td>
</tr>
<tr>
<td>Organizational Change</td>
<td></td>
</tr>
<tr>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>Conducted quantitative research (investigator)</td>
<td></td>
</tr>
<tr>
<td>Conducted quantitative research (assistant)</td>
<td></td>
</tr>
<tr>
<td>Conducted qualitative research (investigator)</td>
<td></td>
</tr>
<tr>
<td>Conducted qualitative research (assistant)</td>
<td></td>
</tr>
</tbody>
</table>

Please include topics in the blank rows as needed.
The faculty understand that each of you are entering the program with a unique set of skills and experiences which make you a valuable member of the School Psychology Cohort. The charts that you completed above include many of the skills that we would like you to leave the program with and therefore include competencies which you have not yet obtained however we would also like to know of your other competencies not gleaned from these charts. For example, if you were an elementary school teacher we would like to understand the skills you feel you have obtained through your educational training and teaching in the field. Please describe these competencies below.
Appendix D
UNC-CH School Psychology Program
Annual End of Year Student Review by Faculty

Goal: To provide each student with timely feedback on his or her performance and to identify any areas of remedial work

Student Name: ___________________________________________    Date: _____________

<table>
<thead>
<tr>
<th>AREA TO BE REVIEWED BY FACULTY</th>
<th>COMMENTS/EVALUATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Work</strong></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td></td>
</tr>
<tr>
<td>Incompletes</td>
<td></td>
</tr>
<tr>
<td>Pre-Requisites completed first semester</td>
<td></td>
</tr>
<tr>
<td>Continuous enrollment</td>
<td></td>
</tr>
<tr>
<td><strong>Field Site Placements (Externship / Internship)</strong></td>
<td></td>
</tr>
<tr>
<td>Externship field mentor/supervisor ratings</td>
<td></td>
</tr>
<tr>
<td>University supervisor ratings of extern</td>
<td></td>
</tr>
<tr>
<td><strong>Degree Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Doctoral Comprehensive Exam Taken/Passed</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>* Committee has been confirmed</td>
<td></td>
</tr>
<tr>
<td>* Dissertation Proposal approved</td>
<td></td>
</tr>
<tr>
<td>PRAXIS II Examination Taken/Passed</td>
<td></td>
</tr>
<tr>
<td>Yearly field-based self evaluation completed</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Skills &amp; Dispositions</strong></td>
<td></td>
</tr>
<tr>
<td>Oral presentation/Communication skills</td>
<td></td>
</tr>
<tr>
<td>Writing skills</td>
<td></td>
</tr>
<tr>
<td>Professionalism in all activities</td>
<td></td>
</tr>
<tr>
<td>Ethical behaviors in all activities</td>
<td></td>
</tr>
<tr>
<td>Maturity, responsibility, initiative</td>
<td></td>
</tr>
<tr>
<td>Problem solving skills</td>
<td></td>
</tr>
<tr>
<td>Respect for/knowledge about cultural diversity</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td></td>
</tr>
<tr>
<td><strong>Student Self Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Areas of Review</strong></td>
<td></td>
</tr>
<tr>
<td>Incidents of Concerns</td>
<td></td>
</tr>
<tr>
<td>Test Kits, Materials, Manuals Returned to Program</td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E
Dissertation Writing Resources

Books:

Has an encouraging tone and is full of good suggestions.

Makes strong case for students working together.

Describes reasons people procrastinate, has exercises and directions for changing the habit of procrastination.

Glickstein, Lee. *Be Heard Now!: Tap into Your Inner Speaker and Communicate With Ease.*
To order call (800) 610-0169, or from regular books stores.
This book describes a wonderful approach to becoming more comfortable and connected with yourself and your audience when you give talks. The technique may also free you in your writing.

Henry Rosovsky, dean of the Faculty of Arts and Sciences at Harvard University gives much advice to the academic community. His advice for graduate students is excellent.

My first efforts to look at the problem. What I discovered helped me finish sooner.

Describes many of the processes of the dissertation. It is helpful to some people.

Websites:

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

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

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

[http://www.learningcommons.uoguelph.ca/learning/fastfax/procrastination.html](http://www.learningcommons.uoguelph.ca/learning/fastfax/procrastination.html)
This is a site which makes suggestions about handling procrastination.
This site from the University of North Carolina at Chapel Hill Writing Center.

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

www.dissertationworkshop.com/bibliography.html
Appendix F

Psychoeducational Report Writing Resources:


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

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

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


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

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

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

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

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

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

Essentials of School Neuropsychological Assessment by Daniel C. Miller

Psychological Report Writing by Norman Tallent

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

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

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

Recommended Guide for Academic Presentations

The following guide is recommended as a resource for preparing your oral presentations for classes, for making a presentation on your master’s paper, thesis, or dissertation, or for conferences. Faculty will use this information in the evaluation of oral presentations. Please read the article listed below and attend to the key points. Points from the articles listed below are discussed in the article.

How to Give an Academic Talk, v3.1
Paul N. Edwards
School of Information
University of Michigan
www.si.umich.edu/~pne/
Quasi-permanent URL: www.si.umich.edu/~pne/PDF/howtotalk.pdf

Some Rules of Thumb copied from this article
No rule applies always and everywhere. But the following principles work almost all the time.

<table>
<thead>
<tr>
<th><strong>Usually Better</strong></th>
<th><strong>Usually Worse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Talk</td>
<td>* Read</td>
</tr>
<tr>
<td>* Stand</td>
<td>* Sit</td>
</tr>
<tr>
<td>* Move</td>
<td>* Stand still</td>
</tr>
<tr>
<td>* Vary the pitch of your voice</td>
<td>* Speak in a monotone</td>
</tr>
<tr>
<td>* Speak loudly, facing the audience</td>
<td>* Mumble, facing downward</td>
</tr>
<tr>
<td>* Make eye contact</td>
<td>* Stare at your laptop</td>
</tr>
<tr>
<td>* Focus on main points</td>
<td>* Get lost in details</td>
</tr>
<tr>
<td>* Use outlines, images, and charts</td>
<td>* Have no visual aids</td>
</tr>
<tr>
<td>* Finish within your time limit</td>
<td>* Run overtime</td>
</tr>
<tr>
<td>* Rehearse</td>
<td>* Don’t practice because you’re too busy working on the slides</td>
</tr>
</tbody>
</table>
Appendix H

Internship

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

Applying for Doctoral Internships:

There are 3 ways you can apply for internships.

1. You can apply through the APPIC process.
2. You can request to be part of the UNC School Psychology Program’s captive internship. (see separate document). You can make this request by November 1 of the preceding fall semester and begin work at that point on identifying the site(s) where you will be. You should not make this request later than April 1. Even this date is late in that some school systems make decisions earlier than this. Requests that are made after May 1 cannot necessarily be accommodated.
3. 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.

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

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

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

2. Dissertation Proposals: all students applying for internships in the fall must have his or her dissertation proposal approved by February 1 in order to accept an internship offer. (Offers may be made as early as mid February.) Students applying for an internship must have their dissertation proposal approved before submitting internship application. You are advised to schedule your proposal meeting in early September, in the event your proposal is not approved in the first meeting, you will have time to revise and propose a second time.

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

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

1. Do not obtain any grades of L or lower in your course work.
2. Do not have a pattern of incompletes. The Program will not approve your submission if you have even one grade of incomplete that is outstanding by the time the DCT has to send in your verification form.
3. Make at least one professional presentation.
4. Have at least one chapter or research article published or in press prior to the time you submit your application for internship.

Application procedures
Each student will work with the alumni in the UNC area who have agreed to coordinate work with mentors. You are required to participate by having a mentor, and discussing all aspects of your application with your mentor.
Each student must arrange for a practice interview session no later than November 1 of the application year. Other students or professionals can help you with this practice.
Appendix I

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

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

The Program makes the following modification to the CDSPP guidelines.
Item 2. Research activity may not exceed 20% of the internship time. Furthermore, dissertation research may not exceed 10% of the internship time.

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

- The internship must be of 12 months duration, and for 40 hours per week. The exception is a fulltime school-based internship that is for 10 or 11 months duration. A 9 month duration internship is not approved for any setting. If in a school half time, and in a different setting half time, the internship must be 12 months in duration, to be consistent with the APA requirement for nonschool-based internships.
- The internship site must have at least two doctoral level psychologists on staff, and the supervising psychologist must be licensed for independent practice by the Regulatory Board of Psychology in that state to practice at the independent level. If in a school setting, the second doctoral level psychologist may be licensed by the appropriate state department agency for credentialing for a school position.
- The internship site must have at least one psychologist on site when the intern is providing services.
- The internship site must demonstrate that the activities are planned and sequenced and lead to practice at the independent practitioner level. The internship site must offer, at the minimum, doctoral level supervised experiences in each of the following: assessment, intervention, and consultation. The internship site must ensure that the topics of ethics, laws, and standards are addressed throughout the internship period. The internship site must ensure that the focus and purpose of training has the breadth and quality needed to ensure the intern gains competencies for independent practice of the profession. The internship site must identify for the Program the specific professional activities that it provides, using APA codes to do so (information for identifying the professional activities is provided to the agency by the Program) The internship site must provide for professional development activities, including but not limited to participation in ongoing staff sessions and ongoing staff professional development activities. Training activities with other interns must be arranged, if not provided within the agency.
- It is desirable for the intern to have opportunities to gain supervisory experience under supervision.
- The internship setting may provide up to 20% time for relevant research experience or opportunity, but not over 8 hours each week. Dissertation research may take up to 4 hours of this research time. Other time may be spent on applied research projects relevant to the needs of children, youth, schools, and/or families, with the time spent in activities appropriate at the doctoral internship level.
• At least 25% of the intern’s time is to be in direct (face-to-face) psychological services to clients (includes children, youth, teachers, parents). Information on how the internship site meets each of the CDSPP requirements is to be provided to the Program at least 2 weeks prior to the time any agreements are signed.

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

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

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

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

Internship Application
All students are required to apply for an internship through the APPIC/APA process, unless the student has an internship site approved prior to the time of the deadline for submission of materials. The APPIC process has become extremely competitive. As a result, the Program has instituted several procedures and recommendations to enhance the placement of students on internships. Timelines, procedures, and recommendations are listed below.

Timeline:
2nd Year Fall: Information on internship is provided to third year students in the doctoral professional seminar course. Students update their CV, read about APPIC internships, review the Penn State listing of school psychology internships, and prepare an essay about their philosophical approach. Students identify at least one APPIC internship and at least one from the Penn State listing that matches their interests, and describes why they are a match for these sites.

Spring and summer
The application requires considerable work the spring and summer prior to application. Students study internship sites, make decisions about where he or she wishes to apply, discuss these sites with their faculty adviser, and narrow the list of sites to submit applications. Some students will visit out of state sites during the summer prior to their fourth year.

**Students and applying for internship**

**Fall**

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

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

3. Alumni in the area provide close mentoring. All students applying for an internship are required to participate in this mentoring process to help ensure that you are well informed and that you have feedback on your application.

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

**Recommendations and requirements regarding your program of studies**

Work to ensure that you do not make any grades of L or lower during your program of studies. Do not have a pattern of incompletes. Indeed, it is best to not have any incompletes. Have at least one professional presentation.

Make sure at least one member of the core faculty knows you well enough to provide a detailed recommendation. Have your dissertation proposal approved by October 15 of the fall semester prior to applying for your internship.

**Requirements regarding your internship application**

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

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

Students should carefully review the program documents concerning the UNC School Psychology Program Internship and follow all procedures. Students should not pursue any contacts until they have discussed options with the Director of Clinical Training. Once this discussion has taken place, students are expected to be active in reviewing sites, and looking for a match with their skills. However, all interactions take place with the advice and consent of the Director of Clinical Training. Note that the student cannot “arrange” for an internship site on his or her own. The Program and the internship agency/school develop the internship with input from the student. Contractual agreements are signed by all interested parties. (Copies of such contractual agreements are made available to 2nd year students for review as they begin the internship application process.)
Licensure and Certifications

Licensure for practice in the NC schools
Make sure you apply for your NC licensure through the School of Education. Do not do so outside this process because NC DPI will believe you did not graduate from an approved program in the state of NC. Contact the credentialing coordinator (103 - PEABODY).

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

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

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

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

You must have completed at least 600 hours in an official internship to obtain NCSP status. This internship must be identified on your transcript. This internship may be at the master’s/educational specialist level to qualify for NCSP status. A form must be on file in our office regarding your 600 hours in a school based internship in order for the Program to sign this form. If you entered the program with a master’s in school psychology, and a completed master’s internship, the university where this was completed should complete this information for you.

Processing Forms: The Program will work to process all forms received in any one week at one time. If your forms arrive during the summer, it may take two weeks to obtain the program signatures.
Letter requested by NC Psychology Board for Licensure at the Doctoral Level

The following is the information the School Psychology Program includes in a letter to the NC Psychology Board as part of your application for licensure at the doctoral level. As you can see, it follows the request of the Board for information on when you completed your degree (you provide us with this information) and we provide information on our accreditation status.

To the NC Psychology Board

I am writing to recommend (Name)___________________ for licensure as a psychologist at the doctoral level by the NC Psychology Board. (Name) _____________ completed all program requirements and graduated on __________ (you provide this information)

The UNC School Psychology Program has been continually accredited by APA since the 1970s. It was last accredited in 2009 and at that time received approval for 7 years.

Sincerely yours,

Program Coordinator
**Intern Report of Internship Site Characteristics**

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

<table>
<thead>
<tr>
<th>1. Your Name:</th>
<th>2. Your supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Title of internship:</th>
<th>4. Location: City and State:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Exact beginning and ending dates (month, day, year) B: / /</th>
<th>E: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Agency/organization (i.e., Dallas School District; National Children’s Hospital):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Your placements, rotations, areas of focus (for program purposes):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. APA approved <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. APPIC approved <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. CDSSP guidelines met <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Is your internship in a school setting? <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Is your position funded? <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Is your internship a one year? <em>YES</em> _NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Is your internship a two year? If so, note years and months: (Y 1)_________ (Y 2)_________</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY DOCTORAL LEVEL

INTERNSHIP GUIDELINES

(Approved by the Membership, May, 1998)

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

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

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

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

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

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

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

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

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

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

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

12. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.
Appendix J

Intervention Resources:

Learning Disabilities Online

http://www.ldonline.org/

Intervention Central

http://www.interventioncentral.com/

Florida Center for Reading Research

http://www.fcrr.org/

Evidence Based Intervention Network (ECU)

http://www.ecu.edu/cs-cas/psyc/rileytillmant/EBI-Network-Homepage.cfm

Reading A to Z

http://www.readinga-z.com/