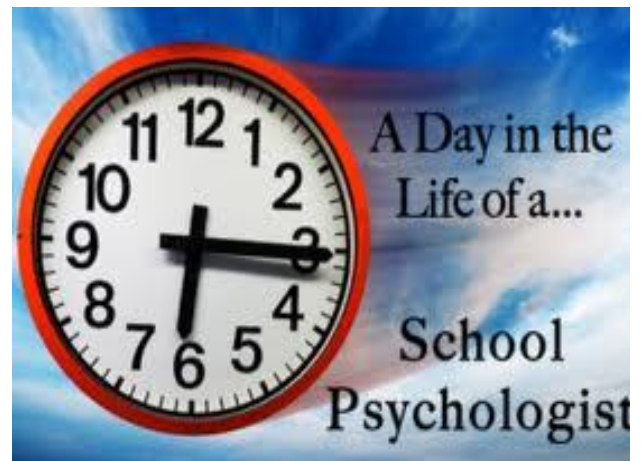


School Psychology Program

Program Information and Student Handbook

2011-2012



August, 2011

NOTES

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Note: Additional important information regarding admissions, tuition, financial assistance, graduate school requirements (e.g., dissertation, graduation), is available in the *University of Utah General Catalog* at (<http://www.ugs.utah.edu/catalog/>)

The School Psychology Program at the University of Utah is accredited by the American Psychological Association: *Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. (T) 202-336-5979; (F) 202-336-5978; <http://www.apa.org/ed/accreditation/>; apaaccred@apa.org*

August, 2011

Addendum 8/05/2011

Please be advised that Program Requirements for the Doctoral (PhD) Program are currently under review by Training Directors in Counseling and School Psychology for compliance with APA Accreditation Standards. They may be adjusted to include additional content and/or course requirements to better meet accreditation standards. Any changes are anticipated to be made by 9/01/2011. Students entering the doctoral program in 8/2011 will be expected to follow the new program requirements.

**Daniel Olympia, PhD
Associate Professor/Training Director
School Psychology Program**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah
Graduate Programs in School Psychology
Fall 2011 – Summer 2012

The Department of Educational Psychology provides masters/specialist level and doctoral training programs in school psychology (<http://schoolpsych.ed.utah.edu/>). The graduate programs in school psychology are integrated and organized programs of professional psychology. Students who graduate from the program are skilled in a broad range of assessment practices and empirically supported interventions. The program has particular emphasis on autism specialty skills and evidence based cognitive and behavioral interventions for school-age children and their families.

The Department of Educational Psychology, part of the College of Education, is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are three programs: School Psychology; Counseling and Counseling Psychology (CCP Program); and Learning Sciences. The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree (MS or MEd) in School Psychology. The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), a MEd degree in Professional Counseling, and a MEd degree in School Counseling. The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition, as well as a M.Ed. with an emphasis in Instructional Design and Educational Technology. An M. Stat. in Statistics is also offered through Learning Sciences.

The School Psychology Program provides research and training opportunities through liaisons with many university and community facilities. These include a number of school districts (Salt Lake City, Murray, Granite, Davis, Ogden, Jordan and Canyons, Valley Mental Health System (in Salt Lake City) including the Carmen Pingree School, various clinics and programs at the University of Utah Medical Center, University Neuropsychiatric Institute, The Children's Center, the Department of Educational Psychology's Psychoeducational Clinic, and many other community mental health specialty agencies, general and specialty hospitals, and child guidance clinics. Research laboratories currently maintained by department faculty include Applied Psychophysiology, Cognitive Skills Acquisition, Social Skills Training, and Human Memory Laboratory. In addition, the department's Statistics Laboratory and the College of Education Computer Laboratory contain state-of-the-art resources to facilitate research tasks including data analysis and word processing. Two local area networks are maintained by the College of Education, and student study areas and faculty offices are well equipped with personal computers and relevant software.

Doctoral Program: The Ph.D. program in School Psychology is designed to prepare psychologists who will practice in the schools or other educationally related settings and to meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) administrators of pupil services; (3) mental health research specialists in child psychology; (4) psychologists in child treatment agencies, hospitals, and private practice; and, (5) professionals in higher education for the preparation of educators and clinicians in psychoeducational services. The program is approved by the National Association of School Psychologists (NASP) and is accredited by the American Psychological Association (<http://www.apa.org/ed/accreditation/>), Office of Program Consultation

and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; Phone: 202-336-5979/TDD/TTY: 202-336-6123; Fax: 202-336-5978 and adheres to the scientist practitioner model of graduate education in psychology. Integrated didactic and applied courses aid the students' attainment of a knowledge base and the expertise to enhance the professional practice of school psychology through the employment of the scientific method. Major strengths of the program include preparation of practitioners and researchers in the area of interventions, neuropsychology, severe disabilities, and developmental psychopathology and psychology.

Students accepted for the doctoral program must complete all requirements for the masters' degree, except internship hours, before taking the qualifying examination. The doctoral program requires a total of 102 semester hours (excluding thesis hours and any prerequisite courses) and completion of a 2,000 hour internship in school psychology. NASP standards require that 600 hours be completed in the schools. Students are encouraged to fulfill a 2,000-hour APA-accredited (or APPIC approved) internship following a 600 hour school-based internship. The Ph.D. program requires at least four academic years of full time study beyond the baccalaureate. The average number of years to completion of the doctoral degree, however, is 6 ½ years.

Beyond formal course work, students are encouraged to be involved with faculty and students' research endeavors. Support and encouragement for student publications and presentations at national meetings is provided continuously throughout the student's program. This involvement and encouragement in research activities is complemented by course work and experiences designed to allow an early integration of theory and practice.

Masters/Specialist Equivalent: The Masters program is designed to prepare qualified and effective psychologists who will practice in schools or school related situations. The program complies with the Utah State Office of Education competency guidelines for School Psychology and is consistent with certification standards adopted by the National Association of School Psychologists. The University of Utah does not grant an Educational Specialist degree per se, however, the school psychology masters program should meet these standards in states where specialist degrees are granted. The minimum 71 semester hours for the degree, which includes 1,500 hours of supervised internship in the schools, also meets school psychology licensure/certification requirements in Utah, as well as most other states.

Prerequisites: General prerequisites for graduate study in the programs include undergraduate and/or previous graduate preparation in psychology and education (special or general education). The application of previous graduate course work to the fulfillment of various requirements is decided by the student's advisor or supervisory committee and training director. Multiple admissions criteria employed in the selection of students include Graduate Record Examination scores, undergraduate or previous graduate course performance, letters of recommendation, past relevant work experience, and when possible, personal interview data. The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions (see Diversity section).

Tuition Costs: Tuition costs per semester based on enrollment for the recommended credit load of 15 semester hours for the 2011-2012 school year (two semesters, fall and spring) is: \$4789.48 (in-

state residents) and \$ 13688.73 (out-of-state residents); this amount includes general student fees and program fees (currently \$53.60 per credit hour).

Core Faculty: Core Faculty who currently comprises the School Psychology Committee are listed below, along with the institution from which they received their highest degree. Additional information is found in Appendix G.

Elaine Clark, Ph.D.	Professor/Dept. Chair	Michigan State University; Brigham Young University
William R. Jenson, Ph.D.	Professor	Utah State University
Daniel Olympia, Ph.D.	Associate Professor/Director	University of Utah
Janiece L. Pompa, Ph.D.	Clinical Professor	Michigan State University
Lora Tuesday-Heathfield, Ph.D.	Associate Professor	University of Oregon

Clinical Faculty: Clinical Faculty (non-tenure) assisting in direct student supervision within the programs clinical training component are:

Julie Bowen, Ph.D.	Canyons School District	University of Utah
Alicia Hoerner, Ph.D.	Salt Lake School District	University of Utah

The following individuals provide supervisory or adjunct teaching services (agency and degree granting institution):

Carol Ballou, Ph.D.	UNI	University of Utah
Brett Barrett, M.S.	Granite Schools	University of Utah
Laura Brockbank, Ph.D.	UNI	University of Utah
Christine Burns, Ph.D.	UNI	Texas A&M
Candace Dee, Ph.D.	Canyons Schools	University of Utah
Fulvia Franco, Ph.D.	Jordan Schools	University of Utah
Douglas Goldsmith, Ph.D.	Children's Center	University of Utah
Abby Gottsegen, Ph.D.	Jordan Schools/Pvt. Practice	Yeshiva University
James Kahn, Ph.D.	UNI	University of Utah
Karen Malm, Ph.D.	DSPD	University of Utah
Wm. McMahon, M.D.	Dept. Psychiatry	University of Kansas
Judith Miller, Ph.D.	Children's Hospital, PA	University of Utah
Pete Nicholas, Ph.D.	C. B. Pingree Autism School	University of Utah
Julien Smith, Ph.D.	Private Practice	University of Utah
Anne Taverne, Ph.D.	Private Practice	University of Utah
Lane Valum, Ph.D.	Canyons School District	University of Utah
Robin Weiner, Ph.D.	Salt Lake Schools	University of Utah
JoAnn Galloway, PhD.	Canyons School District	University of Utah
Jenise Jensen, PhD.	Private practice	University of Utah
Amanda Miller, PhD	UNI	
Pamela Plant, PhD	Jordan School District	University of Utah
Bruce Poulsen, PhD	Granite School District	

August, 2011

Paula Ashcraft, MEd	Salt Lake School District	University of Utah
Lorie Coates, MEd	Davis School District	Brigham Young University
Melanie Battistone, PhD.	The McGillis School	University of Utah
Sharon Noble, PhD	Salt Lake Schools	Univ of Calif-San Diego
Cassandra Romine, PhD.	Jordan School District	
Amy Russell, PsyD.	Jordan School District	UC Santa Barbara
Mishelle Carroll, MEd	Granite School District	Univ of No Colo
Robert Richardson, MEd	Canyons School District	University of Utah
Lori Robinsen, PhD	Jordan School District	

Students: Students: For the 2010-2011 academic years, 35 students were enrolled in the doctoral program, with 5 new admissions. Females comprise 63% of the doctoral students currently enrolled, while males are represented in the remaining 37%. For the Fall 2011 academic year, 40 applications were received, and 8 students were offered admission, with 6 new students admitted (3 masters and 3 doctoral students). Two master's level students were also accepted into the doctoral program. GRE composite scores for the current class range from 860 to 1430 (Mean Composite = 1133.26). Students representing ethnic or cultural diversity comprise 21.56% of the current student group. Twenty five students entered with a bachelor's degree, while 9 students entered with a Masters degree. Undergraduate GPA's ranged from 3.01 to 3.92.

There are 16 Masters students currently enrolled for the 2010-2011 (87% female, 13% male) academic year. Students entering with a Master's degree reported GPA's ranging from 2.89 to 4.00. Additional information regarding current 2009 graduation rates, etc. may be found at (http://www.ed.utah.edu/edps/APA/C-20_disclosure.php). The typical applicant pool for the school psychology program consists of approximately 40-50 students. From this pool, approximately 8-10 students are accepted each year into either the masters or doctoral program. Several nationalities, foreign countries, and ethnic groups are represented in the school psychology program. The attrition rate is less than 5 percent and is usually attributed to the student's change of career goal or geographic relocation. For the 2010-2011 academic year, the program had 35 doctoral and 16 masters' students; of this total, 15 are males, 36 are females. The age range of the students is approximately 26 to 45.

The full-time course load is considered 9 or more credit hours per semester. The program is designed such that students are expected to be involved full-time in their graduate studies. Some students do work part-time in the community. In most cases, these part-time positions are related to the student's graduate program (e.g., public schools and child treatment facilities) and enhance the student's skills, professional maturity, and overall educational goals.

Financial Support: As detailed in the University Bulletin, there are provisions for financial, academic, and personal counseling through the university. The Department of Educational Psychology provides a limited number of graduate assistantships and tuition waivers for school psychology students; however, there is no guarantee that financial support will be provided for all students. For more than a decade, however, a combination of Departmental assistance and grants has allowed support in the way of stipends and tuition waivers for the majority of first and second year students.

New Policy 2011: All current and new students are requested to complete an application annually for consideration in selection for Research/Teaching Assistantships, training grants or other departmentally funded positions. The Application should be completed by Dec. 15 of the year prior

Students should also be proactive and inquire about possibilities for financial support through other and contact the University financial offices (<http://www.sa.utah.edu/finance/>) or the College of Education (<http://www.ed.utah.edu/scholarships.html>) for further suggestions (e.g., student loans).

Each student, upon formal admission to the graduate program in school psychology, is assigned an advisor who will assist the student in developing his/her course of study. During the second year of the program, the student selects a supervisory committee chairperson and committee members to advise and direct the student's course of study.

Students are evaluated throughout their programs through a variety of methods. In addition to formal evaluations such as course grades, the faculty evaluates student progress through feedback from practica and internship supervisors. An annual faculty review of the student's progress is conducted and each student receives written feedback. Students are also asked to provide written (anonymous) feedback to the faculty regarding the training program. Students are asked to consult various departmental and university publications to ensure that they are aware of all procedures and student responsibilities and rights. This handbook details information about School Psychology Program requirements, however, information about the university and graduate school may also be found in various catalogs and on websites (e.g., The University of Utah General Catalog and the Graduate School Handbook is found on their website: (<http://www.gradschool.utah.edu/index.php>).

Campus Community: Set in the foothills of the majestic Wasatch Mountains on a 1,500 acre campus on the eastern edge of Salt Lake City, the **University of Utah** combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first Ph.D. degree was earned, and there are now Doctoral and Master's degree programs in over 90 areas. The University consistently ranks among the top 35 American colleges and universities in funded research. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Association of Schools and Colleges. More information is available at <http://infact.utah.edu/>.

A student body of almost 30,000, of whom approximately 6,000 are graduate students, represent all 50 states and over 100 countries. A regular faculty of approximately 2,900 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty. Most students choose to live either in graduate student housing or in off campus housing near the University. Assistance in securing either University or off campus housing is provided by University agencies (e.g., Commuter Housing Service). See housing information at: <http://www.housing.utah.edu/>.

Downtown Salt Lake City--the cultural, commercial and professional center of the Intermountain West--is only minutes from the campus and is easily accessible by public transportation, including rail/bus. The Salt Lake City metropolitan area has a total estimated population of 1,115,692 and offers a great variety of cultural opportunities including symphony, ballet, theater, modern dance, and opera. Visiting performers also are featured regularly at the University's Jon Huntsman Center and the city's Energy Solutions Arena. In addition to varsity sports at the University, professional and minor league sports teams include baseball, hockey, and basketball teams located in Salt Lake City. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

Recreational activities, both on and off campus, are an excellent complement to academic requirements. The University has facilities for most sports including tennis, circuit training, weight lifting, indoor running, and swimming. Utah's four-season climate and spectacular natural beauty offer abundant opportunities for hiking, mountain climbing, backpacking, boating, river running, and fishing. Winter recreation is highlighted by some of the best snow and deep-powder skiing in the world with major ski resorts only 45 minutes from campus. There are five national parks in Utah as well as many other recreation and natural areas within reasonable driving distance. It is noteworthy that Salt Lake City hosted the Winter Olympic Games in 2002.

Program Philosophy and Model

The program adheres to a scientist practitioner model which assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry. Emphasis is on the preparation of competent practitioners who are also skilled and dedicated researchers who contribute to the knowledge base in school psychology.

The faculty is committed to a learning environment that has a well organized and explicit curriculum with clear expectations. There is also a strong commitment to student-faculty interactions that encourage students to identify with the field and grow professionally. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology that allow students sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases.

The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice thus lending itself to a more intense and exciting learning experience. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the further development of the professional practice of school psychology.

Commitment to Diversity: School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in response to those being served. A commitment to understanding and responding to human diversity is articulated throughout the

programs philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, and coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.

School psychologists have knowledge of individual differences, abilities, and disabilities and potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. Assessment and intervention coursework specific to these areas is required and also infused within specific classes. Applied courses in consultation, therapy/counseling and supervision also provide students with sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Competence in all aspects of diversity is not demonstrated solely by the degree of sensitivity to or level of knowledge about a given culture, but rather by the ability to recognize when, where, and how issues of diversity are manifest and operating within the wide variety of activities in which school psychologists engage. Practica and internship placements are sought in settings that offer opportunities to work with ethnically, economically and racially diverse students. While the Salt Lake School District is the most diverse school district within the state of Utah, other districts in Utah also have large ethnic, socioeconomic and culturally distinct minority student's bodies. Students are required to have practical experiences with diverse populations regardless of the district or agency.

Program Objectives: The objectives of both the master's and doctoral programs are to ensure that each student exhibits the following personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her as a professional.

I. **Personal Characteristics.** Students' professional activities are expected to conform to the ethical standards outlined by the American Psychological Association and the National Association of School Psychologists; and, in addition, students' professional activities are expected to be characterized by:

- A. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. Personal stability, ethical behavior, and respect for the confidentiality of privileged information.
- C. A personal manner in which responsibilities are discharged in a cooperative and conscientious fashion.
- D. Productive work habits that display motivation, independence, and adaptability.
- E. Commitment to continuing professional growth to include involvement in professional associations for school psychologists.

II. **Academic Knowledge.** Students are expected to be knowledgeable and possess in-depth understanding of the following core content areas:

- A. Psychological Foundations
 - 1. Cognitive-affective bases of behavior
 - 2. Biological bases of behavior
 - 3. Social bases of behavior
 - 4. Individual differences
 - 5. Research design and statistics
 - 6. History and systems in psychology
- B. Educational Foundations
 - 1. Organization and operations of the schools
 - 2. Instructional and remedial techniques
 - 3. Alternative and regular educational processes
- C. Psychoeducational Methods
 - 1. Pupil services management including early identification, assessment, program design, intervention strategies, and evaluation.
 - 2. Indirect pupil services to include prevention, consultation, in-service, and program organization and administration.
- D. Professional School Psychology
 - 1. Professional issues
 - 2. Standards and ethics
 - 3. Legal issues

III. **Practitioner Competencies**. Students are expected to demonstrate a high level of proficiency and competence in each of the following areas:

- A. *Identification and Diagnostic Study of the Individual Student*
 - 1. Possess the understanding and ability to initiate and maintain differentiated referral systems designed to allow the early identification of children in need of psychological services.
 - 2. Able to obtain pertinent information through behavior observation, interviews, school records, and community resources that enhance the effectiveness of remedial programs or intervention strategies.
 - 3. Knowledgeable in the identification of physiological problems influencing academic and social functioning.
 - 4. Possess the understanding and ability to conduct curriculum-based measurement (CBM), and administer, score, and interpret tests of intelligence, achievement, perceptual-motor ability, developmental level, personality and social functioning designed for individuals of different ages, exceptionalities and cultural backgrounds.
 - 5. Integrate a variety of data (which may include tests of cognitive functioning; norm and/or criterion-referenced individual measures of academic performance, CBM, adaptive behavior, motor functioning, and communication skills; interview and

observational data, and measures of personal, social, and emotional functioning) into a concise, meaningful, organized, and educationally relevant psychological report.

B. Psychological Services in the Schools

1. Understand the role and function of school psychologists in relation to the administration of the schools, other school personnel, and state and local agencies.
2. Understand the role and contribution of other school personnel and able to function effectively as a member of an interdisciplinary team.
3. Demonstrate familiarity with state and federal standards and guidelines related to the practice of school psychology.

C. Individual, Classroom and School Level Remediation Strategies, Intervention, and Psychoeducational Program Planning

1. Knowledge of various evidence based strategies for individual, small group and school wide interventions to address a complete range of services for students, schools, families and teachers.
2. Able to employ diagnostic data in implementing effective intervention strategies designed to enhance the academic and social development of referred students.
3. Possess the understanding and ability to assist in educational programming designed for children of different ages and exceptionalities including children who are intellectually gifted.
4. Design and implement effective behavioral change strategies for individuals and/or groups.
5. Knowledgeable and effective in individual and group counseling techniques including techniques designed for young children.
6. Able to monitor the effectiveness of recommended intervention strategies or educational programs.
7. Knowledgeable of, and effectively employ external referral services or agencies.

D. Consultation and Supervision

1. Serve as an effective consultant to teachers and other educational personnel on matters related to the education and mental health of children to insure the most appropriate education program.
2. Effectively conduct in-service programs for parents and teachers in areas related to psychological services and contribute to the design and implementation of prevention programs.
3. Function as a member/leader of an interdisciplinary team in student evaluation, placement, and planning for individual educational needs.
4. Function as a member/leader of various committees within the school in such areas as pupil services, special education curriculum planning, and instructional methodology.
5. Understand and apply principles of supervision to specific responsibilities within an employment context.

6. Significantly contribute to the design and implementation of preventive programs.

E. Evaluation and Applied Research

1. Organize and administer group evaluation programs to include the administering, scoring, and interpreting of group tests of academic aptitude and achievement.
2. Employ group test data in aiding curriculum planning and development.
3. Evaluate the effectiveness of new or pilot programs.
4. Design and conduct research studies to aid administrative decision-making.
5. Design, implement, and evaluate single-subject and/or single classroom studies.
6. Significantly contribute to grant proposal writing.
7. Critique and summarize educational and psychological research in a manner that facilitates its use by others.

In addition to the above competencies, doctoral students are expected to be able to conceptualize and design investigations that enhance the knowledge base and the professional practice of school psychology and to be competent in preparing research manuscripts for publication.

Program of Study: In the following sections, recommended programs of study are provided for doctoral and masters degree programs. Required courses are listed along with optional classes which student often take to develop more specialized skills in a specific area of practice or research. Additionally, the program is fortunate to have several training grants which require enrollment in specific seminars based on the focus of each training grant. Students who accept funding from these sources will be expected to enroll in the required seminar as a condition of their participation in the training grant.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY COURSE REQUIREMENTS

The curriculum is designed so that students can complete the doctoral program requirements after approximately five years of graduate study beyond the baccalaureate degree. The five years includes a full year of internship (i.e., a 2000 clock-hour internship).

Core Foundation Courses

A. Scientific and Professional Standards and Ethics (6 hours)

- (3) ED PS 7100 – Professional Issues and Ethics in School Psychology (required)
- (3) ED PS 7080 History and Systems of Psychology (required)

B. Cognitive Affective Bases of Behavior (3 hours)

- (3) ED PS 7510 Cognition, Learning & Behavior (required)

C. Social Bases of Behavior (3 hours)

- (3) ED PS 7550 - Soc Psych of Human Diversity (suggested)
- or
- (3) Elective in Social Psychology + Coursework in Diversity

D. Individual Differences (min 6 hours)

- (3) ED PS 7450 - Child & Adolescent Psychopathology (required)
- (3) ED PS 7050 - Lifespan Development: Child and Adolescent (required)

E. Biological Bases of Behavior (min 3 hours)

- (3) ED PS 7160 - Neuropsychological Basis of Behavior
- or
- (4) PSY 6700 – Human Neuropsychology

F. Research Design and Statistics

- 1. Research Design (min 3 hours)
 - ED PS 7960, Spec Topics: Doc Res Sem
- (3) ED PS 7400 Advanced Research Design
- or
- (3) ED PS 7410 Single Subject Research
- or equivalent

2. Statistics (min 9 hours)

- (3) ED PS 7010 Quantitative Methods I: Intro to Inferential Statistics (required)
- (6) ED PS 7020 Quantitative Methods II: ANOVA/Multiple Regression (required)

G. Educational Foundations (min of 3 hours)

- (3) SPED 6040 - Legal and Policy Issues Spec Ed (required)

H. Psychoeducational Assessment (min 12 hours)

- (3) ED PS 7130 Cognitive Assessment (required)
- (3) ED PS 7140 - Multicultural Assessment (required)
- (3) ED PS 7150 Individual Child and Adolescent Assessment (required)
- (3) ED PS 7300 Psychometric Theory (required)

Other Relevant Assessment Courses:

- (3) ED PS 7190 - Applied Neuropsychological Assessment
- (3) ED PS 7180 - Personality Assessment

I. Intervention Strategies (min 12 hours)

- (3) ED PS 7390 Interventions in the Schools (required)
- (3) ED PS 7470 Psychological & Educational Consultation (required)
- (3) ED PS 7110 - Child/Family Psychotherapy/Counseling Interventions (required)
- (3) ED PS 7380 - Academic Assessment/Interventions for Students w/Learning Diff. (required)

Other Relevant Intervention Courses:

- (3) ED PS 6360 - Multicultural Counseling
- (3) ED PS 6200 Counseling Theories and Procedures
- (3) ED PS 6210 - Counseling Skills
- (3) ED PS 7250 – Family Counseling for School-based Problems
- (3) ED PS 6960 - Autism

J. Professional School Psychology (min 29 hours)

- (3) ED PS 7100 – Professional Issues and Ethics in School Psych
- (3) ED PS 7831 - Seminar in School Psychology (required)
- (4) ED PS 7730 – SP Practicum: Clinic (required)
- (6) ED PS 7731 – SP Practicum: Field (required)
- (2) ED PS 7960 - Special Topics: Research (required)
- (16) ED PS 7910 - Internship in School Psychology (required)

K. Doctoral Dissertation Research (min 14 hours)

Master's Thesis/Research (min of 6 semester hours)

- (6) ED PS 6970 – Thesis
- Or
- (6) ED PS 7732 – Research Practica

(14) ED PS 7970 Dissertation

SUGGESTED DOCTORAL SCHEDULE

(note: EP = ED PS courses)

Fall Semester	Spring Semester	Summer Semester
1st Year	1st Year	1st Year
EP 7100, Prof Issues/Ethics SP EP 7450, Psychopathology EP 7130, Cog. Assess EP 7010, Quant Methods I EP 7730, Clinic Practicum (1) EP 7960, Spec Topics: Res (2)	EP 7390, Interventions in Schools EP 7150, Ind Child/Adol Assess EP 7020, Quant Methods II (5) EP 7730, Clinic Practicum (1) EP 7960, Spec Topics: Res (2)	EP 7140, MC Assessment EP 6960, Autism
2nd Year	2nd Year	
EP 7110, Child/Family Inter EP 7050, Lifespan Develop EP 7831, Sem in SP EP 7300, Psychometric Theory EP 7730, Clinic Practicum (1)	EP 7470, Consultation EP 7080, History and Systems SPED 6040, Legal Issues in Spec Education EP 7730, Clinic Practicum (1)	
3rd Year	3rd Year	
EP 7160, Neuro Basis-Behavior EP 7400, Adv Res Design* (or EP 7410, Single Subject) EP 7731, Field Prac (2) EP 6970/7732, Thesis or Research Prac Prelim Exam	EP 7550, Soc Psy Diversity EP 7510, Cognition, Learning, Beh EP 7380, Academic Assess & Interventions for Students with Learning Difficulties EP 7731, Field Prac (2) EP 6970/7732, Thesis or Research Prac Prelim Exam	
4th Year	4th Year	
Prelim Exam (required) EP 7970, Diss (5)	EP 7970, Diss (5)	EP 7970, Diss (4)
5th Year	5th Year	
EP 7910, Intern (6)	EP 7910, Intern (6)	EP 7910, Intern (4)

Note: all courses are 3 hrs unless otherwise specified in ()

Be sure to check departmental schedules before attempting to register since some course may not be taught each year (e.g., EP 7080 and EP 7160) or times will change

*SUBSTITUTE OPTIONS: students who are conducting single subject studies are advised to take EP 7410, Single Subject Research, or comparable Single Subject class in Spec Ed Dept.

SCHOOL PSYCHOLOGY MASTERS PROGRAM COURSE REQUIREMENTS

The curriculum is designed so that students can fulfill the masters' program requirements in school psychology after three years of full-time coursework, and one year of internship.

A. Psychological Foundations (min of 9 semester hours)

(3) ED PS 6050 - Lifespan Development: Child & Adolescent (required)

(3) ED PS 6510 - Cognition, Learning & Behavior (required)

(3) ED PS 6450 - Child & Adolescent Psychopathology (required)

B. Research, Design, & Statistics (min of 3 semester hours)

(3) ED PS 6010 – Introductory Statistics and Research Design (required)

C. Master's Thesis/Research (min of 6 semester hours)

(6) ED PS 6970 – Thesis

Or

(6) ED PS 7732 – Research Practica

D. Educational Foundations (min of 3 semester hours)

(3) SPED 6040, Legal and Policy Issues Spec Ed (required)

E. Psychoeducational Assessment (min of 12 semester hours)

(3) ED PS 7130 - Cognitive Assessment (required)

(3) ED PS 7150 - Individual Child and Adolescent Assessment (required)

(3) ED PS 6140 - Multicultural Assessment (required or equivalent)

Electives:

(3) ED PS 7190 - Applied Neuropsychological Assessment

(3) ED PS 7180 - Personality Assessment

F. Intervention Strategies (min of 12 hours)

- (3) ED PS 6390 - Interventions in the Schools (required)
- (3) ED PS 6470 - Psychological & Educational Consultation (required)
- (3) ED PS 6110 - Child/Family Psychotherapy/Counseling Interventions (required)
- (3) ED PS 6380- Academic Assessment and Interventions for Students with Learning Difficulties (required)

Other Relevant Intervention Courses:

- (3) ED PS 6360 - Multicultural Counseling
- (3) ED PS 6200 - Counseling Theories and Procedures
- (3) ED PS 6210 - Counseling Skills
- (3) ED PS 7250 – Family Counseling for School-based Problems
- (3) ED PS 6960- Autism

G. Professional School Psychology (min of 26 hours)

- (3) ED PS 6100- Professional Issues and Ethics in School Psychology (required)
- (3) ED PS 6831- Seminar in School Psychology-Ped Neuropsychology (required)
- (4) ED PS 7730- Practicum in School Psychology - Clinic (required)
- (6) ED PS 7731- Practicum in School Psychology - Field (required)
- (12) ED PS 7910 - Internship in School Psychology (required)

SUGGESTED MASTERS SCHEDULE (4 YEAR)

(note that EP = ED PS courses)

Fall Semester

1st Year

EP 6100, Prof Issues/Ethics
EP 6450 Psychopathology
EP 7130, Cog. Assessment
EP 6010, Stats/Research
EP 7730, Clinic Practicum (1)

2nd Year

EP 6110, Child/Family Interven
EP 6831, Seminar: Ped Neuropsy
EP 6050, Lifespan Development
EP 7730, Clinic Practicum (1)
EP 6360 , MC Couns (3)

Spring Semester

1st Year

EP 6390, Interventions
EP 7150, Ind Child/Adol Assessment
SPED 6040, Legal/Policy Issues
EP7730, Clinic Practicum (1)

2nd Year

EP 6470, Psych & Ed Consult
EP 6510, Cog, Learn, Behavior
EP 7730, Clinic Practicum (1)

Summer Semester

1st Year

EP 6140, MC Assessment

3rd Year
 EP 7731, SP Field Prac (2)
 EP 6970/7732, Thesis or
 Research Prac

3rd Year
 EP 7731, SP Field Prac (2)
 EP 6970/7732, Thesis or
 Research Prac
 EP 6380, Academic Assess & Interventions for Students
 with Learning Difficulties

4th Year
 EP 7910, Internship (6)

4th Year
 EP 7910, Internship (6)

Note: all courses are 3 hrs unless otherwise specified in ()

Also, be aware that not all courses are taught each semester, check the respective departmental schedules before attempting to register. Also, certain courses are often taught in the summer, including SPED 6631, SPED 6040, EP 6050.

**University of Utah School Psychology Program
 Alternate 3-Year Masters Schedule**

1st Year Fall Semester			
ED PS 6100	3 cr	Professional Issues & Ethics in School Psychology	M 4:35-7:35pm
ED PS 6450	3 cr	Child & Adolescent Psychopathology	W 4:35-7:35pm
ED PS 7130	3 cr	Cognitive Assessment	W 12:55-3:55pm
ED PS 6010	3 cr	Introduction to Statistics & Research Design	U 4:35-7:35pm
ED PS 7730	1 cr	School Psychology Practicum: Clinic	M 12:00-1:15pm
Total	13 cr		

1st Year Spring Semester			
ED PS 6390	3 cr	Interventions in the Schools	W 4:35-7:30pm
ED PS 7150	3 cr	Individual Child/Adolescent Assessment	W 12:55-3:55pm
SPED 6040	3 cr	Legal & Policy Foundations of Special Education	M 4:35-7:05pm
ED PS 6510	3 cr	Cognition, Learning & Behavior	W 12:55-3:55pm
ED PS 7730	1 cr	School Psychology Practicum: Clinic	M 12:00-1:15pm
ED PS 6360	3 cr	Multicultural Counseling	T 4:35-7:05 pm
Total	16 cr		

1st Year Summer Semester			
ED PS 6140	3 cr	Multicultural Assessment in the Schools	1 week in June
ED PS 6050	3 cr	Life Span Development: Childhood & Adolescence	U 4:35-7:35pm

2nd Year Fall Semester			
ED PS 6110	3 cr	Child & Family Psychotherapy/Counseling I	W 4:35-7:35pm
ED PS 6831	3 cr	Seminar in Pediatric Neuropsychology	

August, 2011

ED PS 6732	3 cr	Research Practicum	TBD
ED PS 7730	1 cr	School Psychology Practicum: Clinic	M 12:00-1:15pm
Total	10 cr		

2nd Year Spring Semester			
ED PS 6470	3 cr	Psychological and Educational Consultation	H 4:35-7:35pm
ED PS 6380	3 cr	Academic Assessment & Interventions	U 12:25-3:20pm
ED PS 6732	3 cr	Research Practicum	TBD
ED PS 7730	1 cr	School Psychology Practicum: Clinic	M 12:00-1:15pm
ED PS 7731	2 cr	School Psychology Practicum: Field	U 7:30-10:30am
ED PS 6360	3 cr	Multicultural Counseling	T 4:35-7:05 pm
Total	15 cr		

2nd Year Summer Semester			
ED PS 7731	2 cr	School Psychology Practicum: Field	U7:30-10:30am

3rd Year Fall Semester			
ED PS 7910	6 cr	Internship in School Psychology	M 4:35-7:15pm

3rd Year Spring Semester			
ED PS 7910	6 cr	Internship in School Psychology	M 4:35-7:15pm

FYI: Additional courses required for Ph.D. include:

- EP 7010/7020 Quant Meth I and II
- EP 7080 History and Systems of Psych
- EP 7550 Soc Psych Diversity
- EP 7160 Neuropsych Basis of Behavior
- EP 7300 Psychometric Theory
- EP 7400 Adv Res Design
- EP 7960 Spec Topics: Research

Description of Specialized Courses and Requirements

School Psychology Seminars (ED PS 6830/7830/6831/7831 - 3 hrs)

Students are required to take one of the School Psychology Seminars (ED PS 7831). The subject matter varies according to faculty interest and is often related to faculty grant and/or research activity. Doctoral students can elect to take any seminar that is offered; however, master's students must take the School Psychology Seminar (Pediatric Neuropsychology) which focuses on severe disability. When no other specialty seminar is offered, doctoral students must also take the Pediatric Neuropsychology seminar.

Master's Thesis or Project Research (ED PS 6970 or ED PS 7732- min 6 hrs)

Master's and Doctoral students are required to complete a research experience or thesis project. Typically, students with no graduate research experience will begin to formulate a topic/area of interest during their second year and meet with a faculty mentor to discuss potential thesis projects. Guidelines for the selection of committee members and other departmental procedures are outlined in Appendix A. Supervisory Committee guidelines and forms can also be found at <http://edps.ed.utah.edu/SAC/Info/comguide.pdf>.

Research Practica Option: Thesis research requirements may be met in one of two ways. Students may elect a non-thesis option and complete a Research Practica - SP (EDPS 7732), which is offered in the fall and spring semesters. This 3 credit structured, research focused class meets on an arranged basis and requires that you complete a research experience and a culminating project. Master's students electing this option will receive a MEd (rather than an MS) Doctoral students will be allowed to use the course as a prerequisite to completing a dissertation proposal and prelims.

Thesis Option: The student and faculty mentor will develop a proposal and select additional committee members who agree to serve on the student's supervisory committee for their thesis research. Ideally, the student will present their proposal to the supervisory committee and to the university Institutional Review Board (IRB) for approval during their third year. If the project involves data collection within a school district, the proposal must also be approved by the appropriate authority within the district. Once the colloquium has been completed and IRB approval obtained, the student is able to begin the project. Students should complete these activities prior to committing to an internship (see School Psychology Internships section). Once the project is completed, the student will schedule a meeting with the supervisory committee to present their project for approval. The student must also conform to the Graduate School's policies and procedures for preparing a thesis or dissertation, having it edited by the Thesis Editor, and filing it as the final step in graduation. These policies and procedures are available through the Graduate School (<http://www.gradschool.utah.edu/index.php>).

Students who enter the Ph.D. program with credit for a Master's Degree but who have not done an empirical research thesis must complete a 6 credit hour supervised research practica. Students need to select a faculty member to oversee the project and also need to get the project approved by the

School Psychology Committee (regular faculty). A written proposal needs to be submitted to the Committee for approval and a written product needs to be turned into the Committee for approval before the student can enter candidacy for the Ph.D. Examples of possible projects include the development of a pilot study related to dissertation research, research with a faculty member or practitioner outside the university, or assisting another doctoral student with their dissertation research (e.g., data collection and analysis). This requirement may be addressed through enrollment in the Research Practica.

Students who enter the doctoral program with a masters' thesis from another university or department also need to get Committee approval before entering into candidacy. Students are encouraged to submit a copy of their masters' thesis to the School Psychology Committee (via the Training Director) early in their program to allow sufficient time for review. The School Psychology Committee reserves the right to require additional research work if the thesis does not meet departmental standards.

First Year Doctoral Seminar: The seminar is intended to (1) familiarize students with faculty research interests, (2) help students develop research ideas of their own for thesis and dissertation projects, (3) provide information about the requirements for a research proposal, and (4) begin to critically evaluate research that is published in the field. First year students are required to sign up for a minimum of 1 hour each semester under Dr. Jenson's section course, ED PS 7960. In addition to monthly meetings with Dr. Jenson, first year students are also expected to attend the monthly Educational Psychology Department's Seminar Series (attendance is taken).

Doctoral Dissertation Research (ED PS 7970 - min 14 hrs)

Dissertation research credits are accumulated under ED PS 7970 (minimum of 14). Immediately following successful completion of the preliminary qualifying examinations the student is expected to begin developing the dissertation proposal. The proposal is evaluated by the student's committee in an open colloquium. The colloquium cannot be scheduled until the student has passed the School Psychology Preliminary Qualifying Examinations (SPPQE). Students are required to provide a hard copy of their completed dissertation project to the supervisory committee at least two weeks prior to the defense date, unless otherwise stipulated by the committee chair. Students are responsible for scheduling the defense at a time and place that facilitates participation by all committee members. Students are required to submit any revisions to their completed dissertation project within **30 days** from the defense date, unless otherwise indicated by the committee. Students are required to be familiar with procedures and policies of the university and the Graduate School associated with final submission of the approved thesis/dissertation (<http://www.gradschool.utah.edu/thesis/index.php>).

Dissertation Article: Doctoral students must submit either their masters' thesis or dissertation (completed within the School Psychology Program) in article format before the dissertation defense date. Students are required to turn in one copy of the (thesis or dissertation) article format to their committee chair and one to the School Psychology Program director. Students are not required to submit the article for publication but are strongly encouraged to do so.

Defense Procedural Instructions

Contact Kendra Wiebke (kendra.wiebke@utah.edu) by phone at 581-7148 to schedule a room for the date and time you set with your committee. Also provide your title and chair for the announcement. Kendra will announce the defense two days prior.

Two Weeks Prior

- 1) Provide copies of your dissertation to all members of your committee

Day of the Defense

- 2) Bring six copies*(three are required by the graduated school and it is suggested that you order a copy of your thesis/dissertation to give to your chair, one for yourself, and then an extra copy of the forms to be safe) of the *Final Reading* forms and *Supervisory Committee Approval* forms found at:

For thesis: http://www.gradschool.utah.edu/thesis/forms/signature_ms.pdf

For dissertation: http://www.gradschool.utah.edu/thesis/forms/signature_phd.pdf

***THESE FORMS MUST BE PRINTED ON THESIS (acid free) PAPER** (the same paper you will print copies of your thesis/dissertation on for the final submission to the thesis editor).

For in-depth guidelines regarding these forms and other thesis/dissertation specifications, please see the thesis handbook at <http://www.gradschool.utah.edu/thesis/handbook.pdf>.

- 3) Following the oral defense, submit one copy of the thesis/dissertation to the thesis editor (this copy can be on plain paper). After you make the final edits, you will submit three final copies (printed on thesis paper with the *Final Reading* and *Supervisory Committee* forms you had signed) for distribution to the libraries and department. Contact the thesis office for any questions regarding this portion of the process at 581-8893.

Thesis Credit Hour Requirements

For master's students, a **minimum of 6 hours of thesis credit (ED PS 6970)** is required, a maximum of 10 can be used toward the degree.

For doctoral students, a **minimum of 14 hours of thesis credit (ED PS 7970)** is required, there's no maximum number that can be used toward the degree.

Registration

You must be registered for at least three credit hours during the semester you defend.

Clinic and Field Practicum Requirements (ED PS 7730 and ED PS 7731 - min 8 credit hours for master's and doctoral degrees)

Practicum takes place over a three year period and meets requirements of both NASP and APA (i.e., minimum of 400 direct service contact hours). First and second year students participate in a campus-based practica at the Department of Educational Psychology's Psychoeducational Clinic before going to off-campus sites in their third year. Students are required to sign up for one credit hour during fall and spring semesters of the first and second year, under ED PS 7730. First year students will work closely with second year students and faculty to become acquainted with clinic policy and procedures. In some cases, first year students will be able to gain some direct experience working with Clinic clients, but only after meeting certain skill requirements. Second year Clinic students will be providing the majority of clinical services and, like first year students, will be supervised by Clinic faculty. Students in the Clinic will be required to act ethically and abide by all Clinic policies. Regular attendance at the Monday noon-hour Clinic meetings is also required of Clinic practicum students during their first and second year.

Supervision Emphasis: Theoretical and practical aspects of supervision will be included in the Consultation course and the second year of Clinic Practicum. Both courses are required of students in the second year of the program. This will allow students to gain both theoretical and practical knowledge about supervision issues. First year school psychology students will experience first-hand supervision by the faculty and second year clinic students, and second year clinic students who are supervising first year students will receive supervision of their supervision by Drs. Clark and Pompa.

Third year students will complete the practicum assignment in the schools, or some other clinical site. These students must register for two credit hours for fall and spring semesters, under ED PS 7731). Since the third year practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts and mental health agencies, supervision will be provided both on-site by certified school psychologists and/or licensed psychologists in their practicum sites and by the program's field practicum supervisor. Again, students will also be required to attend the regularly-scheduled field practicum class taught by university faculty during fall and spring semesters of ED PS 7731.

Multicultural Emphasis: Placements are sought in settings that offer opportunities to work with ethnically and racially diverse students. Salt Lake School district is the most diverse school district; however, other districts in Utah have large ethnic minority student bodies. Students are required to have practical experiences with diverse populations regardless of the district or agency.

Fingerprinting: All students must be fingerprinted before entering the schools for practica or internship. This is typically accomplished during the first semester of enrollment in the program. It is presently REQUIRED of all students to get finger printed the first year of the program (during Clinic Practicum fall semester) due to the fact some will be working in the schools that year. See the department's administrative secretary for the appropriate forms and procedures.

School Psychology Internship (ED PS 7190 - min 12 credit hours for masters and 16 credit hours for doctoral).

To be eligible for internship, the student must have completed (1) the core academic school psychology courses; (2) the clinic and field practicum sequence; and (3) receive permission from the program's internship supervisor. The internship is a culminating experience for the student which

integrates theory and practice. Students are encouraged to seek internships in a variety of settings including schools, hospitals, mental health centers, residential settings, and others, and out of state placements. Generally, students elect to spend nine months to complete the 1,500-hour masters' requirement and 12 months to complete the 2,000-hour doctoral internship.

Masters only students: Students who are in the masters program are required to complete a 1,500 clock-hour internship in the schools. This must be supervised by a licensed school psychologist. Masters students are required to address all degree requirements before beginning their internship, including the thesis or research practica requirement. Scheduling a colloquium for the thesis prior to initiating an internship is sufficient evidence that the student is meeting this expectation. Students are expected to complete all thesis requirements by the end of their internship year, but may petition for an additional year if the study is still in progress. Unless the student has been accepted into the doctoral program at the University of Utah, the masters' degree will not be granted until the internship and thesis are complete. School-based internships are required by the State for licensure in School Psychology (Utah State Office of Education (USOE rules). Application for certification needs to be initiated by the student after completing all degree requirements. See the department's administrative secretary for the appropriate form to be submitted to the USOE.

Doctoral students: Doctoral students must complete a 2,000 hour internship after the awarding of the master's degree as part of their degree requirements. At least 600 hours of this internship must be school based, or the student must show equivalent experience in the schools (i.e. a previous internship at the masters' level in a school setting). If equivalence is shown, a student may select an alternative setting. Doctoral interns must be supervised by a doctoral level licensed psychologist, and if the internship occurs in the schools, the supervisor must also have a license as a school psychologist. Any exceptions must be discussed with the faculty member in school psychology at the University of Utah who is responsible for internship placements.

Doctoral students are encouraged to seek APA-approved internship sites; however, APPIC or other approved sites are also acceptable. The internship director must approve all sites that are not APA-approved or listed in the APPIC directory. Doctoral students may elect to do part-time internships; however, the 2,000 hours must be completed within a 24 month period. Doctoral students entering without a masters' degree must address all requirements for the masters' degree before starting their internship, including the completion of their thesis (see rules above pertaining to Master's only students). Doctoral students without masters may have the internship requirement waived in order to have the masters' degree granted. However, all students must complete 600-1500 hours of internship in the schools, and if in the doctoral program, the addition hours to count towards the 2000-hour requirement (e.g., students wishing to have an APA internship at some time). Doctoral students will not be allowed to do more than two years of full time internship before completing all thesis and/or dissertation requirements.

The internship program is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program Faculty supervision. The internship is designed as a culminating experience of the student's program which enhances the development of competencies and professionalism. As such, the internship allows the

student the opportunity to integrate course work, research, theory, and practical experiences in a supervised, applied setting. Students will be required to attend regularly scheduled internship meetings during the fall and spring semesters unless they are on internship at APA or APPIC sites that provide regular didactic instruction and group supervision.

Although the program does not guarantee that students will meet all criteria for licensure in different states, to date, no student has been prevented from getting a license in other places (see following section on Licensure). Program requirements are also consistent with the current psychology licensing laws in the State of Utah Division of Occupational and Professional Licensing (<http://www.dopl.utah.gov/laws/58-61.pdf>). Doctoral graduates seeking professional licensure in the state of Utah through the Department of Occupational and Professional Licensing (DOPL) must accumulate 4000 total hours of supervised practice in order to sit for the national and state exams. In Utah, additional supervised internship hours beyond those required for the degree may be documented and accumulated prior to completion of other degree requirements if they meet the standards for supervision, etc.

PRAXIS Exam: All students must take the PRAXIS exam during the internship year. This includes students who enter the program with a master's degree in School Psychology if they have not already taken the exam. The program does not require a certain score for completing the program, however, documentation of the test score(s) must be provided to the Internship Director before receiving a passing grade for internship. Currently, the Utah State Office of Education (USOE) has determined that a minimum score of 660 (the median national score) must be obtained on the PRAXIS exam to be fully credentialed in the state of Utah. The exam may be retaken by anyone scoring less than 660, and USOE currently plans to set a state cut score after the PRAXIS exams have been in place for two years. NASP requires a minimum score of 660 (old scale) or 135 (new 2008 scale) on the PRAXIS exam as one requirement for the NCSP (Nationally Certified School Psychologist) credential

Preliminary Qualifying Examinations for Doctoral Candidates

Subsequent to completing all requirements for the Master's degree, except internship hours (or following the first year of course work for the student who enters the program with a masters degree), doctoral students are eligible to take the School Psychology Preliminary Qualifying Examinations (SPPQE) as long as: (1) a program of study has been filed; and, (2) the student has received approval from his/her doctoral supervisory committee to proceed with the examination. The exam is completed in two sections: an oral exam scheduled with program faculty and completion of a written essay exam based on a reading list provided by the faculty and available online (<http://www.ed.utah.edu/users/daniel.olympia/Prelim%20Readings/>).

The SPPQE reading list typically covers eight areas including: (1) history and theory in school psychology; (2) school psychology research; (3) assessment, diagnosis, and evaluation; (4) interventions; (5) consultation; (6) diversity; and (7) ethical and professional issues; and (8) practice. Students participating in a specialized training may also be required to respond to a question that pertains to the content of the emphasis area. The examination is given twice yearly, once during fall semester, and again in the spring. The fall examination is typically scheduled the end of September/first half of October and the spring semester exam the end of April/first of May. Specific

dates will be announced by the end of the academic semester that precedes the examination. Students intending to take the examination must register at least two weeks before the examination date with Dr. Jenson, Coordinator of the SPPQE. The SPPQE is not offered during the Summer semester.

Questions for the SPPQE will be prepared by the primary School Psychology Faculty before the examination date. Questions will be drawn from a reading list (available from the school psychology program faculty); required program course content; and recent school psychology journals (one calendar year prior to the exam in *SPQ* and *SPR*). The Program Faculty encourages the formation of study groups in preparation for the SPPQE.

Successful completion of the examination consists of passing (70% or higher) grade for both the oral exam and the essay section. If any portion of the exam (e.g., essay, oral) is not passed, the student has the right to take that portion of the examination over at the next formally scheduled prelim administration date or at a time arranged by the school psychology faculty.

Note: Doctoral students may not hold a dissertation research colloquium until the SPPQE is successfully passed.

Other Scholarly Requirements

Portfolio

All students need to maintain a portfolio to assist faculty in evaluating their progress. Included in the portfolio are the following: (1) current vita; (2) syllabi from completed courses; (3) transcripts of grades for these courses; (4) annual reviews by School Psychology Faculty; (5) practicum logs (clinic and field); (6) internship contract; (7) internship logs; (8) evaluation forms from all field supervisors (clinic, field practica and internship); (9) copies of the Supervisory Committee forms; (10) copy of Program of Study form; (11) thesis/dissertation research and IRB proposals; (12) professional paper submissions and conference presentations; and (13) honors and awards. Doctoral students also need to include: a summary of the doctoral preliminary exam results, proof of completed master's thesis or project, copy of completed dissertation, required research article, and any teaching evaluations. Additionally, doctoral students who enter the program with a Masters' Degree need to include a statement of approval from the Program Director regarding the acceptance of their prior masters' thesis or completion of an alternative project.

Please note that the portfolio needs to be reviewed prior to any application for internship. This means students must turn in their portfolios to the Internship Director (instructor for ED PS 7910) before starting the internship, preferably during the spring semester of the third year in the program. Students are responsible for making an appointment with the Internship Director (i.e., faculty member teaching ED PS 7910). It is preferable to make this appointment close to the time you are applying for internships so the portfolio is recent and relatively complete.

Prior to graduation, all students must schedule a final meeting with the School Psychology Training Director for a final review of portfolios. This is to insure that all program requirements are met.

Time Limits

Student progress toward meeting program requirements for both the master's level and doctoral programs is reviewed on an annual basis. Students who are admitted to the masters program are expected to complete all requirements within four years from the first semester of enrollment. Students who are admitted to the Ph.D. program with credit for a Bachelor's Degree only can complete all requirements for the Ph.D. in five years from the first semester of enrollment. Students who are admitted to the Ph.D. program with credit for a previous Master's Degree in School Psychology can complete all requirements for the Ph.D. in four years from the first semester of enrollment.

Program and department policy allows students a maximum of **seven years** from the date of initial matriculation to complete all requirements for the Ph.D. degree. Students entering the doctoral program with a Master's Degree or students only seeking a Master's Degree/certification as a school psychologist have a maximum of 5 years to complete requirements for respective degrees. Failure to complete program requirements within this time frame can result in dismissal from the program and the department. ***Additionally, students exceeding deadlines will be required to formally request an extension of their program AND enroll for 9 semester hours each semester until degree requirements are completed. If exceptional circumstances have precluded program completion within the seven year time limit, a student and his/her faculty adviser may jointly appeal in writing to the School Psychology Committee for a one year extension.***

Leaves of Absence: Students who need to discontinue their studies for one or more semesters (fall and spring) may file a Request for Leave of Absence form with the department chairperson. Subject to the approval of the Dean of the Graduate School, such requests may be granted for up to one year for a variety of reasons. It should be noted that time spent on an approved leave of absence is not counted against students in terms of the time limits for the program.

Important

Students who fail to register for either fall or spring semester are automatically dropped from the Graduate School and the program. Students who fail to keep their registration current will have to reapply for the School Psychology program. Applications are only reviewed once a year, therefore, failure to maintain regular enrollment during the school year could result in a significant delay in completing the program. Students **may not** use Continuing Registration EDPS 7990 to satisfy enrollment requirements for the program and department unless they have completed all degree requirements, including dissertation research or have explicit permission of the Department Chair.

SCHOOL PSYCHOLOGY SPECIAL TRAINING OPPORTUNITIES

The program offers specialized training opportunities in the area of autism and other low incidence disabilities, high incidence conditions, neuropsychology, and early childhood assessment and intervention. Students who wish to specialize in a particular area need to contact faculty who are associated with the training and inquire about recommended courses and practica. Students who select specific training foci are allowed to focus one of their prelim questions in this area. Hopefully, students will also complete their thesis and/or dissertation research in the particular emphasis area.

If interested in specialized training, please contact the faculty involved:

High Incidence Interventions: Bill Jenson and Dan Olympia
Leadership in Autism and Low Incidence Disabilities: Elaine Clark and Bill Jenson
Early Childhood and Reading Disorders: Lora Tuesday Heathfield
Neuropsychology: Janiece Pompa and Elaine Clark

LICENSURE

Students who have completed all requirements for a masters' degree, plus a 1500 hour internship and successful completion of the PRAXIS exam in school psychology, are eligible to apply for State licensure as a School Psychologist. This process must be initiated by the student. Applications are available from the department's administrative secretary. Licensure is granted through the Utah State Office of Education. The majority of students who complete degrees in School Psychology apply for this license and is required for students wishing to continue work in Utah schools.

Students who have completed a Ph.D. degree, and have completed all required field work (e.g., a 4,000 total hours of supervised pre-doctoral internship and post-doctoral supervised fellowship) can apply to take the Psychology Licensure exam. Students must initiate this on their own through the State of Utah Division of Occupational and Professional Licensing. Current psychology licensing laws for the State of Utah may be found at the Division of Occupational and Professional Licensing website (<http://www.dopl.utah.gov/laws/58-61.pdf>). In Utah, additional supervised internship hours beyond those required for the degree (i.e. 2000 hours) may be documented and accumulated prior to completion of other degree requirements only if they are post-masters and meet the standards for supervision, etc. Note that 1,000 of the hours must be "mental health" hours (e.g., direct service to clients/students). All supervision must be by a licensed psychologist eligible by the State to supervise (i.e. licensed for 2 or more years). APA accreditation standards also require two hours of face to face individual supervision each week. The majority of our program graduates are licensed as Psychologists in the state of Utah or other states.

PROFESSIONAL STANDARDS AND ETHICAL PRINCIPLES

The continued development of psychology as a profession is dependent upon the consistent implementation of standards of conduct for psychologists that prescribe acceptable ethical and professional behavior. Students are expected to demonstrate academic honesty and abide by the University of Utah's Code of Conduct (<http://www.admin.utah.edu/ppmanual/8/8-10.html>). In

addition, students in the program must adhere to the various ethical standards promulgated by NASP and the American Psychological Association. This includes the *Ethical Principles of Psychologists and Code of Conduct* (2002), *General Guidelines for Providers of Psychological Services* (1987), and *Specialty Guidelines for the Delivery of Services* (1981). Students in the School Psychology program are expected to consistently implement the various standards and principles in their work as psychologists-in-training. Students are required to familiarize themselves with the following documents during their first semester in residence in the program.

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

American Psychological Association (1993). Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, *American Psychologist*, 48, 45-48.

Jacob, S., Decker, A. & Hartshorne, T. S. (2011). *Ethics and Law for School Psychologists* (6th edition). New York: John Wiley and Sons.

National Association of School Psychologists (2010). *Principles for Professional Ethics*. Silver Springs, MD: NASP.

EVALUATION OF STUDENT PROGRESS AND RIGHTS TO APPEAL

Students are regularly evaluated regarding progress in the program and in developing needed competencies for the professional practice of school psychology, using a variety of methods (see Appendix B). This includes meeting minimum standards in coursework (e.g., no course accepted for credit with a grade below a B (department requires a grade point average 3.0 or higher). Students must also receive a Credit (CR) in practica and internship in order to continue in the program. Any grades below a B, or any “no credit” (NC) grades in practicum or internship must be retaken and completed as soon as possible. An evaluation of professional practice skills occurs through instructor and/or supervisor feedback in core courses and clinic/field experiences (practica and internship). Feedback from practicum and internship supervisors is an important part of the evaluation process. Included in the practice evaluations are student’s skills in assessment and intervention, capability to work with a diverse group of students and families, adherence to professional ethical standards/codes and general professional and interpersonal skills.

All students are formally reviewed annually and receive written feedback each spring on individual progress in meeting program goals and requirements. In addition, the program faculty relies on portfolio reviews by the internship coordinator/instructor, performance on the SPPQE, and the annual student review to base their decisions on the appropriateness of student’s academic and professional performance.

Personal Difficulties: In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Rarely do students have such severe personal/interpersonal or academic/professional difficulties that their ability to function as professional school psychologists is questioned. However, if the faculty and/or student determine that this is the case, students may be informally advised to seek appropriate professional assistance to resolve the problem. Students will be responsible for this, including any payment. Counseling services are also available at the University of Utah Counseling Center

(<http://www.sa.utah.edu/counsel/>). The faculty may also decide to formally recommend (i.e., in writing) that the student seek a psychological/psychiatric consultation and/or therapy. If, in the opinion of the faculty, the student cannot function as a professional school psychologist (practitioner or academic), the student is notified in writing that probationary status or dismissal is under consideration.

Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's advisor and Program Director will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a [Plan](#) will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

Programmatic Dismissal: The student would have the right to speak directly with the faculty and Department Chair. If a decision is finally made to dismiss a student, the student will be informed in writing via certified mail. Students are encouraged to consult their advisor and the Program Director to ensure that they have adequate clarification, advice, and support regarding the issue. If students feel that the feedback has been unfair, they have the right to discuss the situation with someone outside the program. The student should consult the University Code, Policy 8-10, Rev 3 (<http://www.admin.utah.edu/ppmanual/8/8-10.html>) and/or Appendix D for further information about student rights and responsibilities, along with guidelines for appeal.

Specifically, the steps for appealing a decision made by the faculty or department are as follows:

1. Discuss the action with the faculty member or the School Psychology Program/Training Director and attempt to resolve the disagreement.
2. Appeal in writing, and meet with, the Department Chair *within 40 working days* of notification of the academic action. *Within 15 days*, it is the Chair's responsibility to notify the student and the faculty member or Training Director in writing of his or her decision.

3. If either party (faculty member/training director/ or student) disagrees with the chair's decision, she or he may appeal to the college's *Academic Appeals Committee* within 15 working days of notification of the chair's decision.

These steps are described in detail in the University Code (see above website, Policy 8-10, Rev3) and in Appendix D. In addition, students who feel they may be experiencing discrimination based on race/ethnicity, gender, sexual orientation, religious orientation, veteran status, or disability may consult the University's Office of Equal Opportunity (OEO). Further information about this can be found on the Web at: <http://www.hr.utah.edu/>. In addition, students wishing to speak to someone about advocacy on their behalf can contact the ASUU Student Advocacy Office: <http://www.asuu.utah.edu/>

ACCREDITATION

The School Psychology Doctoral Program is accredited by the American Psychological Association Committee on Accreditation. The phone number and address of the Committee on Accreditation is: Phone #: 202-336-5979, and address: APA Office of Accreditation; 750 First Street, NE, Washington DC, 20002-4242. The School Psychology Programs maintains a website (<http://schoolpsych.ed.utah.edu/>) where additional information may be obtained.

APPROVAL

The doctoral program is also approved by the National Association of School Psychologists (NASP). For more information regarding NASP program review and approval and the submission process to be used by school psychology graduate programs, please see the NASP website (http://www.nasponline.org/standards/approvedtraining/training_program.aspx) or contact Dr. Enedina García Vázquez, Chair of the NASP Program Approval Board, phone: 575-646-9601, e-mail: nasppab@psl.nmsu.edu.

For further information and application procedures contact:

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School Psychology Program
1705 Campus Center Drive, Room 327
University of Utah
Salt Lake City, Utah 84112
(801) 581-5858
dan.olympia@utah.edu**

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Appendix

A. Supervisory Committee Guidelines

B. Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

C. Program planning worksheets

 Master's Degree

 Doctoral w/ existing Masters Degree

 Doctoral Degree

D. Professional/Academic Misconduct

E. Faculty Profiles

APPENDIX A

Supervisory Committee Guidelines

Supervisory Committee Guidelines and Forms Can be Found at:

<http://edps.ed.utah.edu/SAC/Info/comguide.pdf>

and

<http://www.gradschool.utah.edu/students/index.php>

**Department of Educational Psychology
Supervisory Committee Guidelines**

1. Master's and doctoral committee chairpersons will be regular faculty from the Department of Educational Psychology. Regular faculty include professors, associate professors, assistant professors, instructors and honored faculty (Distinguished Professors, Presidential Professors, and University Professors).
2. All members of all committees must hold regular faculty appointments at the University of Utah or must have auxiliary faculty appointments at the University of Utah and be recognized by the department as eligible to participate in research supervision. Auxiliary faculty hold research, clinical, lecturer, adjunct, visiting, or emeritus appointments.
3. Master's committees will consist of three faculty members.
 - a. At least two committee members must be regular departmental faculty.
 - b. At least one member of the committee must be a regular departmental faculty member who represents the student's program.
 - c. One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
4. Doctoral committees will consist of five faculty members.
 - a. The majority of the members of the committee will be regular faculty in the Department of Educational Psychology.
 - b. At least one member of the committee must be a regular or auxiliary member of the faculty in another department.
 - c. At least one member of the committee must be a regular departmental faculty member who represents the student's program.
 - d. One or two members of the committee may hold auxiliary faculty ranks. Exceptions to these guidelines require a special letter from the department chairperson or director of graduate studies to The Graduate School and approval by the dean of The Graduate School. An exception to policy may be granted to include a professor from another university as a member of the committee. In that case, the department requires a copy of the professor's vitae in addition to a letter of support from the department chair or director of graduate studies and approval by the dean of The Graduate School.

Department of Educational Psychology Policies and Procedures Document

The Director of Graduate Studies (DGS)

Effective Date: February 1, 2002.

A. Duties of the Director of Graduate Studies (DGS):

1. The DGS functions under the direction of the Department Chair. Thus, all actions of the DGS are advisory in nature and come as recommendations to the Department Chair. Specifically, the DGS will recommend the appointment of one within-department thesis/dissertation committee member (*note*: should a departmental faculty appointee have concerns about her/his recommendation [by the DGS] to serve on a committee such concerns should be expressed to the Department Chair prior to the Department Chair's final approval of the student supervisory committee). After the Department Chair finalizes the membership of the supervisory committee, the student can complete the Graduate School form titled, "University Graduate School Request for Supervisory Committee." This official form is then reviewed and signed by each faculty thesis/dissertation committee member, formally approved by the

- Chair of the Department and forwarded to the Dean of the Graduate School for final approval.
2. Attend a once-a-year meeting of the Graduate School and report relevant information to department faculty and administrative staff.
 3. Serve as an ex-officio member of the Training Directors' Committee in the Department of Educational Psychology and participate in the monthly meeting of this group.
 4. Assure that departmental policies remain consistent with those of the University of Utah Graduate School.
 5. Consistent with departmental and Graduate School policy, a majority vote from the student's supervisory committee to pass the thesis/dissertation (dissertation: "3 in favor, 2 opposed" or "4 in favor, 1 opposed"/ master's thesis: "2 in favor, one opposed") automatically recommends the dissertation/thesis for approval to the Department Chair. However, in such situations where there is a minority dissenting vote from one or more members of the student's supervisory committee on the adequacy of a thesis or dissertation, the DGS will conduct an independent review of the written thesis/dissertation and provide a recommendation with respect to the dissenting minority vote to the Department Chair. Such a DGS review will not affect the committee vote and is for information purposes only. This final review; however, should be conducted prior to final approval of the thesis/dissertation by the Department Chair.

B. The student's dissertation or thesis committee is responsible for:

1. Review and approval of the student's Candidacy Form and Program of Study.
2. Review, examination, and approval of the student's thesis/dissertation research proposal.
3. Review, examination, and approval of the student's final thesis or dissertation.

C. Steps in the Process of Completing a Thesis or Dissertation

The student discusses her/his research interest with various faculty and through this process decides on a research topic consistent with the student's and her/his proposed chairperson's interests and/or expertise. The student and her or his thesis/dissertation committee chair work together to develop a list of potential thesis/dissertation committee member(s). If the proposed thesis/dissertation committee members agree, the student (in conjunction with her/his committee chair) completes the attached form and delivers it to the department administrative officer assigned to this process (Sherrill Christensen). The administrative officer checks the form for accuracy and completeness and forwards it to the Director of Graduate Studies (DGS). The DGS, under the direction of the Department Chair, reviews the form and the specific committee membership request. The DGS then recommends a final within-department faculty member to serve on the thesis/dissertation committee. A copy of the department's "*Committee Approval Form*" is returned to the student and the original placed in the student's file. Using the Department's Committee Approval form, the student then completes the official Graduate School "*Request for Supervisory Committee*" form. Once completed, the Graduate School form is sent by the Department's responsible administrative officer to the Graduate School for final approval as described in the above paragraph. In most cases, it is anticipated that this process will progress towards Graduate School approval in a timely fashion. If, however, the DGS has concerns about the membership of a specific committee request, working with the Chair of the student's committee the DGS may request a revision to the committee membership.

If the student's committee chair has concerns about the DGS's within-department committee member recommendation, this concern can be submitted, in writing, to the Department Chair.

Other relevant forms are available on line on the SAC website or on the website of the Graduate School (<http://www.gradschool.utah.edu/students/index.php>).

APPENDIX B

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.psychtrainingcouncils.org/pubs/NCSPP-%20CCTC%20model%20Student%20Competency.pdf>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

¹

This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from

multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical

nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

APPENDIX C

Leave of Absence request

Course substitution application

Program planning worksheets

Master's only

Doctoral with existing masters

Doctoral

UNIVERSITY OF UTAH
Return completed form and 3 copies to:
Graduate Records Office
302 Park Building
201 South President's Circle
Salt Lake City, UT 84112

GRADUATE SCHOOL

**GRADUATE STUDENT
REQUEST FOR LEAVE OF ABSENCE**

PLEASE PRINT OR TYPE

_____ Date
(a) Student Name _____ UofU ID# _____
Address _____
Street City State Zip
Department _____

(b) Semester(s) for which leave of absence is requested: _____
Expected date for next regular registration _____
Semester Year

(c) Approval Signatures:
Chair of Supervisory Committee _____
Department Chair _____

Justification for leave of absence:

Instructions:

Student: Compete parts (a) and (b) of the form and obtain signatures from the chair of your supervisory committee and department.

If you are currently registered for classes in the semester for which you are requesting a Leave, you must withdraw from classes at the Registration Services Windows, 250 North Student Services Building.

It is your responsibility to either register for the next regular semester following this leave of absence, or request an extension of this leave in writing from your department. If you fail to register or request an extension, you will be required to be readmitted to the Graduate School before further registration can be initiated. Leaves are granted for a maximum of one year.

Retroactive leaves or absences are not granted.

Department: Complete () providing justification and signatures and forward to the Graduate Records Office 302 Park Building

Graduate School	
<input type="checkbox"/> Approved	_____ Date _____
<input type="checkbox"/> Denied	_____ Signature _____

**University of Utah
Department of Educational Psychology
School Psychology Program**

Petition for Course Substitution

Student Name: _____

Date: _____

1. Please identify the required U of U course you would like the instructor and Program Director to consider for substitution:
Course Number: _____
Course Title: _____
Number of Credit Hours: _____

2. Please identify the course considered to be equivalent to the U of U course:
Course Number: _____
Course Title: _____
Number of Credit Hours: _____
Institution where taken: _____
Date course taken: _____
Grade in course: _____

3. Attach a copy of the original course syllabus and any other information regarding significant aspects of this course not apparent on the syllabus. (Note: Courses taken more than **X** years previously will not be considered for substitution).

4. Submit this material to the instructor who typically teaches the U of U course. The instructor will examine the attached documentation and make a determination regarding a recommendation for substitution or not. The instructor will then forward the petition to the School Psychology Program Director, who will make a final determination regarding the equivalence of the course. If the instructor and the Program Director disagree, the petition will go to the full School Psychology Faculty for a vote. In some instances, it may be difficult for the instructor and/or Program Director to determine course equivalency, in which case the student may be required to pass an equivalency exam before substitution is approved.

5. After a determination has been made, the student will be required to sign this petition, which will be placed in the student's departmental file. The student will also receive a copy after a final determination has been made.

Course substitution recommended: Yes _____ No _____

Comments:

Instructor's Signature: _____ Date: _____

Course substitution recommended: Yes _____ No _____

Comments:

SP Program Director's Signature: _____ Date: _____

Additional Comments/Actions:

Final Determination:

Course Substitution Approved: _____

Course Substitution Denied: _____

Student's Signature: _____ Date: _____

SP Program Director's Signature: _____ Date: _____

University of Utah
 School Psychology Master's Program
 Program Planning Worksheet 2009-2010

Name _____ Year of Admission _____

Entering Degree _____ Date Received _____
 Institution _____

Area: *Psychological Foundations* (minimum 9 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6050 Life Span Development: Childhood and Adolescence (3)		
*EDPS 6510 Cognition, Learning, and Behavior (3)		
*EDPS 6450 Child and Adolescent Psychopathology (3)		

Area: *Research Design and Statistics* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6010 Introduction to Statistics and Research Design (3)		

Area: *Master's Thesis Research/Practica* (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6970 Graduate Thesis: Master's (6) *EDPS 7732 Research Practica		

Area: *Educational Foundations* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*SPED 6040 Legal and Policy Foundations of Special Education (3)		

Area: Psychoeducational Assessment (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 7130 Cognitive Assessment (3)		
*EDPS 7150 Individual Child/Adolescent Assessment (3)		
*EDPS 6140 Multicultural Assessment (3)		
EDPS 7190 Applied Neuropsychological Assessment (3)		
EDPS 7180 Personality Assessment (3)		

Area: Intervention Strategies (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6390 Interventions in the Schools (3)		
*EDPS 6470 Psychological and Educational Consultation (3)		
*EDPS 6110 Child and Family Psychotherapy Interventions (3)		
*EDPS 6380 Academic Interventions for Students with Lrng Difficulties (3)		
EDPS 6960 Autism: Education and Treatment (3)		
EDPS 6250 Family Counseling for School-Based Problems (3)		
EDPS 6360 Multicultural Counseling (3)		
ED PS 6200 Counseling Theories and Procedures (3)		
EDPS 6210 Counseling Skills (2)		

Area: Professional School Psychology (minimum 26 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6100 Professional Issues and Ethics in School Psychology (3)		
*EDPS 6830 Seminar in School Psychology (3)		
*EDPS 7730 School Psychology Practicum: Clinic (4)		
*EDPS 7731 School Psychology Field Practicum (4)		
*EDPS 7910 Internship in School Psychology (12)		

Additional courses required for Doctoral Degree:

- *ED PS 7010 Quantitative Methods I (3)
- *ED PS 7020 Quantitative Methods II (5)
- *ED PS 7080 History and Systems of Psychology (3)
- *ED PS 7160 Neuropsychological Bases of Behavior (3) OR PSYCH 6700 Human Neuropsychology (4)
- *ED PS 7300 Psychometric Theory (3)
- *ED PS 7400 Advanced Research Design (3) OR ED PS 7410 Single Subject Research Design (3)
- *ED PS 7550 Social Psychology of Human Diversity (3)
- *ED PS 7960 Special Topics: Research Seminar in School Psy (2)

Master's Student

Date

School Psychology Faculty Advisor

Date

Projected Courses and Timeline

<i>Year 1</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 2</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 3</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 4</i>	
Fall Semester	
Spring Semester	
Summer Semester	

University of Utah
 School Psychology Doctoral Program
 Program Planning Worksheet 2009-2010
 (for students with conferred Master's degree)

Name _____ Year of Admission _____
 Master's Degree _____ Date Received _____ Institution _____

Area: Scientific and Professional Standards and Ethics (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7080 History and Systems of Psychology (3)		
*EDPS 7100 Professional Issues and Ethics in School Psychology (3)		

Area: Cognitive-Affective Bases of Behavior (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7510 Cognition, Learning, and Behavior (3)		

Area: Social Bases of Behavior (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7550 Social Psychology of Human Diversity (3)		

Area: Individual Differences (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7450 Child and Adolescent Psychopathology (3)		
*EDPS 7050 Life Span Development: Childhood and Adolescence (3)		

Area: *Biological Bases of Behavior* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
EDPS 7160 Neuropsychological Bases of Behavior (3)		
PSYCH 6700 Human Neuropsychology (4)		

Area: *Research Design* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
ED PS 7400 Advanced Research Design (3)		
ED PS 7410 Single Subject Research Design (3)		

Area: *Statistics* (minimum 8 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7010 Quantitative Methods I (3)		
*ED PS 7020 Quantitative Methods II (5)		

Area: *Educational Foundations* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*SPED 6040 Legal and Policy Foundations of Special Education (3)		

Area: *Psychoeducational Assessment* (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7300 Psychometric Theory (3)		
*EDPS 7130 Cognitive Assessment (3)		
*EDPS 7150 Individual Child/Adolescent Assessment (3)		
*EDPS 7140 Multicultural Assessment		

(3)		
EDPS 7190 Applied Neuropsychological Assessment (3)		
EDPS 7180 Personality Assessment (3)		

Area: *Intervention Strategies* (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7390 Interventions in the Schools (3)		
*EDPS 7470 Psychological and Educational Consultation (3)		
*EDPS 7110 Child and Family Psychotherapy Interventions (3)		
*EDPS 7380 Academic Interventions for Students with Lrng Difficulties (3)		
ED PS 7960 Autism: Education and Treatment (3)		
EDPS 7250 Family Counseling for School-Based Problems		
EDPS 6360 Multicultural Counseling (3)		
EDPS 6200 Counseling Theories and Procedures (3)		
EDPS 6210 Counseling Skills (3)		

Area: *Professional School Psychology* (minimum 29 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7830 Seminar in School Psychology (3)		
*ED PS 7730 School Psychology Practicum: Clinic (4)		
*ED PS 7731 School Psychology Field Practicum (4)		

*ED PS 7910 Internship in School Psychology (16)		
*ED PS 7960 Special Topics: Research Seminar in School Psy (2)		

Area: *Doctoral Dissertation Research* (minimum 14 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7970 Dissertation Research: PhD (14) and *EDPS 7732 Research Practica (6)		

Doctoral Student

Date

School Psychology Faculty Advisor

Date

School Psychology Program Director

Date

Projected Courses and Timeline

<i>Year 1</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 2</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 3</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 4</i>	
Fall Semester	
Spring Semester	
Summer Semester	

University of Utah
School Psychology Doctoral Program
Program Planning Worksheet 2009-2010

Name _____ Year of Admission _____
Entering Degree _____ Date Received _____ Institution _____

Area: Scientific and Professional Standards and Ethics (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7080 History and Systems of Psychology (3)		
*ED PS 7100 Professional Issues and Ethics in School Psychology (3)		

Area: Cognitive-Affective Bases of Behavior (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7510 Cognition, Learning, and Behavior (3)		

Area: Social Bases of Behavior (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7550 Social Psychology of Human Diversity (3)		

Area: Individual Differences (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7450 Child and Adolescent Psychopathology (3)		
*ED PS 7050 Life Span Development: Childhood and Adolescence (3)		

Area: *Biological Bases of Behavior* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
ED PS 7160 Neuropsychological Bases of Behavior (3)		
PSYCH 6700 Human Neuropsychology (4)		

Area: *Research Design* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
ED PS 7400 Advanced Research Design (3)		
ED PS 7410 Single Subject Research Design (3)		

Area: *Statistics* (minimum 8 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7010 Quantitative Methods I (3)		
*ED PS 7020 Quantitative Methods II (5)		

Area: *Educational Foundations* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*SPED 6040 Legal and Policy Foundations of Special Education (3)		

Area: *Psychoeducational Assessment* (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade:</i>
*ED PS 7300 Psychometric Theory (3)		
*ED PS 7130 Cognitive Assessment (3)		
*ED PS 7150 Individual Child/Adolescent Assessment (3)		

*ED PS 7140 Multicultural Assessment (3)		
ED PS 7190 Applied Neuropsychological Assessment (3)		
ED PS 7180 Personality Assessment (3)		

Area: *Intervention Strategies* (minimum 12 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*ED PS 7390 Interventions in the Schools (3)		
*ED PS 7470 Psychological and Educational Consultation (3)		
*ED PS 7110 Child and Family Psychotherapy Interventions (3)		
*ED PS 7380 Academic Interventions for Students with Lrng Difficulties (3)		
ED PS 7960 Autism: Education and Treatment (3)		
ED PS 7250 Family Counseling for School-Based Problems		
EDPS 6360 Multicultural Counseling (3)		
EDPS 6200 Counseling Theories and Procedures (3)		
ED PS 6210 Counseling Skills (3)		

Area: *Professional School Psychology* (minimum 29 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 7830 Seminar in School Psychology (3)		
*EDPS 7730 School Psychology Practicum: Clinic (4)		

*EDPS 7731 School Psychology Field Practicum (4)		
*EDPS 7910 Internship in School Psychology (16)		
*EDPS 7960 Special Topics: Research Seminar in School Psy (2)		

Area: *Master's Thesis Research* (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 6970 Graduate Thesis: Master's (6) Or *EDPS 7732 Research Practica (6)		

Area: *Doctoral Dissertation Research* (minimum 14 semester hours)

<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 7970 Thesis Research: PhD (14)		

Doctoral Student

Date

School Psychology Faculty Advisor

Date

Projected Courses and Timeline

<i>Year 1</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 2</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 3</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 4</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 5</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 6</i>	
Fall Semester	
Spring Semester	
Summer Semester	

Appendix D

Professional/Academic Misconduct Procedures

Professional Misconduct

Any engagement in professional misconduct as defined in Part I.B. (abbreviated, always consult the full code at <http://www.admin.utah.edu/ppmanual/8/8-10.html>)

Step 1: Complaining party files a written complaint with office of the dean of the student's college.
TIME: Within 45 days of discovery of violation

Step 2: Dean of college (or designee) determines validity of complaint.
TIME: Within 20 days of receipt of complaint.

Step 3a: Dean does not believe student engaged in professional misconduct.
MATTER IS CLOSED.

Step 3b: Dean of college and student are able to informally resolve the issue.
Dean implements the decision.

Step 4: If the dean believes the complaint is valid and informal resolution does not work, the Dean files a formal written complaint against student, and the student may, within 5 days, file a response. The documents are brought before the Academic Appeals Committee.
TIME: Within 20 days of receipt of complaint.

Step 5: The Committee chair determines if a hearing is necessary, and if so, schedules a hearing date.
TIME: Within a reasonable time after receiving complaint and recommendations and response.

Step 6: The parties make available to each other and the Committee a list of witnesses and documents.
TIME: At least five days prior to the hearing.

Step 7: The Committee shall make its findings and recommendations, and refer those to the Cognizant Senior Vice President.
TIME: Within 10 days after conclusion of hearing.

Step 8: The Vice President reviews and either accepts Committee's findings, asks Committee to reconvene and clarify, or rejects Committee's findings, and makes a new decision.
TIME: Within 10 days of receipt of the Committee's recommendation.

Step 9a: Student and dean accept decision of Vice President.
Dean implements the decision.

Step 9b: Student or dean appeals decision of Vice President to President.
TIME: Within 10 days of receipt of decision.

Step 10: The President reviews and either accepts the VP's decision, asks the VP for further clarification, or rejects the decision.
TIME: Within 10 days of receipt of the appeal.

Step 11: The dean shall take appropriate action to implement the final decision. If the student is found responsible for professional misconduct, the dean shall notify the student's department or program of study. If the sanction involves suspension, dismissal or a revoked degree/certificate, the dean shall also notify the office of the registrar for appropriate notation on the transcript.
TIME: Within a reasonable time after receiving final decision.

Academic Performance

For appeals of grades and other academic actions as defined in Part I.B.#1 (abbreviated, always consult the full code at <http://www.admin.utah.edu/ppmanual/8/8-10.html>)

Step 1: A student who believes the academic action taken was arbitrary or capricious should discuss the action with the faculty member and attempt to informally resolve the situation.
TIME: Within 20 days of notice of academic action.

Step 2a: Student and faculty member informally resolve.
TIME: Within 10 days of contacting faculty member.
MATTER IS CLOSED.

Step 2b: If student and faculty are unable to resolve, student may appeal action to Chair of relevant department.
TIME: Within 40 days of notice of academic action.

Step 3: In case of appeal, Chair notifies the student and faculty member of his/her determination of whether the academic action was arbitrary or capricious.
TIME: Within 15 days of consulting with the student.

Step 4a: Chair determines action was arbitrary or capricious. Faculty does not appeal.
TIME: Shortly after 15 days from chair's decision.
Chair implements decision.

Step 4b: Chair determines action was justified. Student does not appeal.
MATTER IS CLOSED.

Step 5: If either party disagrees with Chair's determination, or if Chair does not respond, that party may appeal to the Academic Appeals Committee by filing written notice; other party files a response.
TIME: Within 15 days of notice of Chair's decision, or after 15 days of non-action by Chair.

Step 6: If the Committee chair determines that a hearing is required, the chair shall schedule a hearing date and notify the parties.
TIME: Within a reasonable time after Committee's receipt.

Step 7: Parties make available to each other and Committee a list of witnesses and documents.
TIME: At least 5 days prior to the hearing.

Step 8: The Committee shall make its findings and recommendations, and refer those to the dean of college.
TIME: Within 10 days after conclusion of hearing.

Step 9: The dean reviews and either accepts Committee's findings, asks Committee to reconvene and clarify, or rejects Committee's findings, and makes a decision.
TIME: Within 10 days of receipt of the Committee's recommendation.

Step 10a: Student and faculty member accept decision of dean of college.
Dean or Chair implements the decision.

Step 10b: Student or faculty member appeals decision of dean to cognizant senior vice president.
TIME: Within 10 days of receipt of decision.

Step 11: The cognizant senior vice president reviews and either accepts the dean's decision, asks the dean for further clarification, or rejects the decision and makes a new one.
TIME: Within 10 days of receipt of the appeal.

Step 12: After the cognizant senior vice president's final decision, the chair of the department or dean of college shall take appropriate action to implement the final decision.
TIME: At the conclusion of the appeals process.
MATTER IS CLOSED.

Appendix E

Faculty Profiles

Elaine Clark, Ph.D. is a Professor and Chair in the Department of Educational Psychology and adjunct Professor in the Departments of Psychology and Psychiatry at the U of U. Dr. Clark has extensive training and background in school, clinical, and neuropsychology. She has a Ph.D. in School Psychology from Michigan State University and a Ph.D. in Clinical Psychology (neuropsychology specialization) from Brigham Young University. Dr. Clark's primary research and teaching interest is in the area of severe low incidence disabilities, including traumatic brain injuries and autism. Dr. Clark serves as a consultant to the University Neuropsychiatric Institute, Primary Children's Medical Center, and the Children's Center. She is also a supervisor at the Department's Psychoeducational Clinic. Dr. Clark is an APA Fellow and Past-President of Division 16, member of the Society for the Study of School Psychology (SSSP), and serves on the board of the Brain Injury Association of Utah (BIAU). She is a past-president of Utah Association of School Psychology and Vice President of BIAU. Dr. Clark is also a past board member of the Council of Directors of School Psychology Programs (CDSPP). She has served on the editorial boards of SP journals (e.g., *School Psychology Quarterly (SPQ)* and *School Psychology Review (SPR)*) and has been a reviewer for numerous others (e.g., *Journal of Learning Disabilities*, *Archives of Neuropsychology*, *Applied Neuropsychology*, and *Consulting and Clinical Psychology*). Dr. Clark's typical teaching assignments include a Seminar in Pediatric Neuropsychology, Individual Child and Adolescent Assessment, and Field Practicum.

William R. Jenson, Ph.D. is a Professor in the department and member of the SP Program since 1983 and has held adjunct appointments in the Departments of Special Education and Psychiatry. Dr. Jenson graduated from Utah State University with a Ph.D. in Applied Behavior Analysis and School Psychology. He is a licensed psychologist, past-president of the Utah Psychological Association (UPA), Division 16 APA Fellow, and member of SSSP. Dr. Jenson has a national reputation for his expertise in behavior management, parent/teacher training, and autism spectrum disorders. He has published numerous articles and books, and is a frequent lecturer at state association and school district meetings across the state and country. Dr. Jenson currently teaches Childhood Psychopathology and Interventions in the Schools, and also conducts a year-long Research Seminar for entering doctoral students. Dr. Jenson has served on the editorial boards of the *SPR*, *SPQ*, *Journal of School Psychology*, *Journal of Emotional and Behavior Disorders*, and *School Psychology International*.

Daniel Olympia, Ph.D. is a graduate of the U of U's School Psychology Program. Prior to joining the SP faculty in 1999, he worked as a school psychologist for 17 years (most recently in the Jordan School District). Dr. Olympia, an Associate Professor in the department and Training Director for the School Psychology Program, is known for his extensive experience in school settings and his efforts and research in academic interventions, whole school positive behavior supports, and interventions with behaviorally disordered/emotionally disturbed children. Dr. Olympia is also an active member of editorial boards, including *SPR* and *SPQ*, and has served on Division 16 committees, including the Committee on Minority Affairs and the Dissertation of the Year Award Committee. He has also been a reviewer for the APA Committee on Accreditation. He

currently teaches Cognitive Assessment, Professional Issues and Ethics, and Psychological and Educational Consultation and helps supervise students in the on-campus Psychoeducational Clinic. Dr. Olympia is a member of the Executive Board of the Council of Directors of School Psychology Programs and past president of the Trainers in School Psychology, past-president of UASP and is a member of their current legislative committee.

Lora Tuesday Heathfield, Ph.D. is a graduate of University of Oregon's School Psychology Program. She began her career at the U of U in 1999, and is an Associate Professor. Dr. Tuesday Heathfield is responsible for the SP Internship and teaches the core internship course. She also facilitates admissions for the SP Program and serves on the department's Diversity Committee. Dr. Tuesday Heathfield also teaches Life Span Development, Academic Assessment and Interventions, and helps supervise students in the Psychoeducational Clinic. She also conducts a research group for students interested in early childhood and reading. Her area of research includes early childhood intervention, assessment, academic and behavioral interventions, and developmental outcomes of exposure of children to environmental toxins. Dr. Tuesday Heathfield is on the editorial board of the *Journal for Evidence Based Practice* and is an ad hoc reviewer for *SPR* and *Developmental Psychology*. She is current the secretary for UASP and is the current Chair of the Diversity Committee of UPA.

Janiece Pompa, Ph.D. is a Clinical Professor in the SP Program, a position she has held for over 15 years. She also has adjunct appointments in the Departments of Psychology and Psychiatry. Dr. Pompa is the Director of the Department's Psychoeducational Clinic and teaches the Clinic Practicum course, Child and Family Counseling, Neuropsychological Basis of Behavior, and Neuropsychological Assessment. Dr. Pompa's specialty is child and family interventions, learning disabilities, and neuropsychological assessment. She is a licensed psychologist and licensed school psychologist. She has a Ph.D. in Child Clinical Psychology from Michigan State University. Dr. Pompa regularly consults with schools and treatment facilities across Utah and the nation involved in the assessment of adolescents with conduct disorders and children with disabilities. Dr. Pompa is widely known for her expertise in learning problems and diversity (e.g., bilingual, multicultural, and LGBT). Dr. Pompa has served as President of UPA, and serves on APA's Minority Task Force, and the advisory board of UASP. She is also past-treasurer of UASP and past-Chair of UPA's Private Practice Committee.

Appendix F: Ethical Principles and Code of Conduct for Psychologists