

School Psychology
GRADUATE PROGRAM HANDBOOK



M.S. Program in
School Psychology
2011—2012

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1. Welcome and Introduction

The faculty and students of URI's School Psychology program extend their warmest welcome and congratulations to you on your entrance to our program. Embarking on your graduate education is an important decision and one that demonstrates your commitment over the next few years to attaining a Master of Science (MS) degree in psychology and becoming a scientist-practitioner school psychologist.

The purpose of the *School Psychology M.S. Graduate Program Handbook* is to serve as a source of information and as a guide for students about how to progress successfully through the program. The handbook describes important policies and procedures in the School Psychology M.S. program, as well as those of the Psychology Department. Although this handbook is meant to serve as a guide, it is not a comprehensive document. Our policies and requirements have been developed over the years by various faculty and student committees to meet the special needs of the program, and they are frequently reviewed and revised for improvements. *You are ultimately responsible for your graduate education and therefore you should make every effort to keep informed about all policies, procedures, and deadlines that apply to fulfilling the requirements for your degree and graduation.*

The School Psychology Program and Psychology Department policies and guidelines usually elaborate on University of Rhode Island Graduate School policy. Relevant policies from URI's Graduate School, which pertain to all URI graduate students also are mentioned and referenced. When policies are included or summarized from the *URI Graduate Student Manual* (URI-GSM), the appropriate section number is cited. As a graduate student, you are responsible for following all policies and guidelines set forth in the *University of Rhode Island Undergraduate and Graduate Catalog* and the *Graduate Student Manual* (on-line at <http://www.uri.edu/catalog/>, and <http://www.uri.edu/gsadmis/GraduateManual.htm>, respectively).

Each advanced degree awarded by the University requires as a minimum the successful completion of a specified number of approved credits of graduate study at the University and the passing of prescribed examinations. Credit hours for a master's or doctoral degree may include formal course work, independent study, research, preparation of a thesis or dissertation, and other scholarly activities that are approved by the candidate's program committee and the Dean of the Graduate School. *It is the student's responsibility to know the calendar, regulations, and pertinent procedures of the Graduate School and to meet its standards and requirements.* These are described in this document, the *Graduate Student Manual*, the Statement on Thesis Preparation, and other publications (on line at <http://www.uri.edu/gsadmis/GradFormsPage.html>). These documents govern both masters and doctoral degree programs. The *Graduate Student Manual* gives detailed information on responsibilities of major professors and program committees, examination procedures, preparation of theses and dissertations, academic standards, and the Graduate Student Academic Appeals System. The Specific requirements for the M.S. program in School Psychology are detailed in this Handbook.

2. URI's School Psychology Program

Overview

School psychology at the University of Rhode Island historically has maintained a leadership position among graduate programs both regionally and nationally. Within the environment of a psychology department, our program provides students with a strong foundation in psychological science combined with best professional practices in serving the needs of children, families, schools, and communities.

School Psychology at the University of Rhode Island originated in 1964 by offering a master's degree. Our Master of Science (MS) program in School Psychology requires a minimum of 60 graduate semester hours of credit. This is known as the entry level of training in the profession of School Psychology and is comparable to a specialist level (e.g., EdS), a master's degree + 30 credits, or a Certificate of Advanced Graduate Study (CAGS) at other universities. Our M.S. program is approved by the National Council for Accreditation of Teacher Education/National Association of School Psychologists (NCATE/NASP), and is approved by the Rhode Island Department of Education (RIDE). We also offer a separate Doctor of Philosophy (PhD) program in School Psychology, which is accredited by the American Psychological Association (APA) as well as NCATE/NASP, and approved by RIDE.

Information about NASP approval is available from the National Association of School Psychologists; 4340 East West Highway; Suite 402; Bethesda, MD 20814; (301) 657-0270.

The following description provides information about the graduate program in School Psychology at the University of Rhode Island. When read in conjunction with relevant sections of the *URI Undergraduate and Graduate Catalog*, it should facilitate an understanding of both the general philosophy and specific objectives of the programs, as well as course requirements and various policies. Graduate programs and degree requirements are governed by rules and regulations set forth by the Graduate School and outlined in the *URI Graduate Student Manual*. Specific policies, guidelines, and requirements are provided by the program and department upon enrollment and determined by the student's program of study.

Although there is some overlap in course content between our M.S. and Ph.D. programs in School Psychology, they are substantially different, and it is incumbent on the student at the time of application to decide to which program admission is desired. Such a decision is based on one's educational preparation, experience, research interests, and professional career goals.

Mission

The mission of URI's School Psychology Program is. . .

- To promote the healthy psychological and educational development of all children through the preparation of professional psychologists who are scientist-practitioners, competent to enhance the functioning of individuals or systems, within the diverse social contexts of school, family, and community;

- to provide a graduate education program of high standards, based on a curriculum requiring mastery of the most current knowledge in psychological science, empirically supported professional practices, and research methodologies; and
- to prepare graduates to serve in leadership roles as scientific problem solvers, whose practice and research will advance the application of psychology to the prevention and resolution of developmental problems.

Our programmatic mission is consistent with and guided by the broader missions of the Psychology Department and the land-, urban-, and sea-grant charges of the University of Rhode Island.

Program Philosophy and Model

The scientist-practitioner model forms the basis for the philosophy of education for both the Ph.D. and M.S. Programs in School Psychology. The scientist-practitioner model is not a bipartite one, but rather comprises an integrated philosophy of professional education derived from the conceptualization of school psychologists as data-oriented problem solvers and transmitters of psychological knowledge and skill. The programs are committed to the synthesis of science with practice, providing academic and experiential opportunities throughout a unified course of study. The programs engender the philosophy that the scholarly and research roles of school psychologists are inextricably linked to their clinical and applied roles, and discourage the viewpoint that these roles are separate ones in professional practice.

Although students receive preparation relevant to current job proficiency, the philosophy that guides the scientist-practitioner model of the programs is that of education for professional competency and continuing development. Most didactic courses include research and applied components and, in some instances, formal practicum experiences. Required fieldwork expands the concept of a scientist-practitioner to include through applied practice experiences grounded in empirical and theoretical foundations of psychology and education. Students receive preparation in statistics and research methodology, including techniques relevant to field research and quasi-experimentation, as well as more traditional and classical experimental designs. Moreover, the scientist-practitioner model is fostered through required participation in faculty-supervised research groups and practica. All these experiences provide vehicles to encourage a scientific, scholarly approach to problem solving in psychology and education.

The program recognizes the growing importance of understanding and serving the needs of individuals of all ages, from diverse cultural, linguistic, and ethnic groups, of all abilities and disabilities; and with different lifestyles. A major focus of the program is on conceptualization of the client within diverse social and cultural contexts and at the differing levels of individual, group, population, organization, or system. This organizational and systems focus is emphasized both in the direct, as well as the indirect, service-delivery approaches that are presented. An appreciation for the advantages of indirect over direct approaches is cultivated. Students are encouraged to consider a wide range of orientations, for instance, behavioral, cognitive, developmental, ecological, family-systems, humanistic, and psychodynamic, that are modeled and taught by faculty within the programs and department. Consistent with the scientist-practitioner model articulated

by our programs, the overriding emphasis is on theoretically and empirically based problem-solving and decision-making skills.

Despite the similarities of their underlying philosophies, there are some major differences between our M.S. and PhD programs in School Psychology. For example, the M.S. program is organized and focused on the preparation of entry-level professional school psychologists. This three-year program provides the skills and knowledge necessary for a practicing psychologist in the schools and includes an internship. The PhD program expands on the M.S. curriculum, and doctoral students receive more extensive research preparation and experience, as well as a culminating professional internship. The goal of the PhD program is to prepare future scientist-practitioner psychologists to assume leadership and problem-solving roles in broadly defined educational and social systems serving children.

Program Educational Philosophy, Goals, Objectives, and Competencies

The faculty and students of the University of Rhode Island School Psychology Program are committed to the highest professional standards and quality in professional training, practice and research. Toward this end we recognize the need to be guided by a clearly identified set of program goals, objectives and outcomes, as well as a clearly identified educational philosophy. These facets of our program are stated in the following sections. It is our belief that careful attention to the integration of these aspects of professional training and practice will lead to continuous improvement of our program, and also lead to practices that will benefit everyone affected by the work of our program faculty and students.

Educational Philosophy

The educational philosophy of the URI Ph.D. Program in School Psychology comprises a professional commitment of faculty, students, and graduates to immersion in research, teaching, and service characterized by:

- . intellectual engagement and academic inquiry into the foundations, methods, and applications of school psychology and related fields.
- . pursuit of research-based understandings and critical appraisals of the theories and concepts underlying the foundations and practices of psychology and education, and their intersections within school psychology.
- . development and dissemination of school psychology related information, knowledge, skills, policies, and practices for the benefit of children, families, teachers, schools, and society.
- . a commitment to a scientist-practitioner model of professional training and practice.

Program Goals

School Psychology Program content consists of an integrated set of both common and individualized student experiences involving coursework, practica, research, and internship, intended to allow each student to achieve the overarching goals, meet the learning objectives, and attain the competencies of the program. These goals, objectives and competencies are as follows:

Program Goals, Learning Objectives and Specific Competencies

Students will be prepared to attain Program Goals through their engagement in, and progress through, required Program research, coursework, and applied practical experiences, including teaching and internship experiences. The Program Faculty will facilitate this preparation, by arranging the Program's curriculum, practica, research, and other experiences of the students, in a manner that facilitates students developing program competencies. Thus, through the interactions of faculty and students in the context of Program required experiences, students will develop and demonstrate each of the specified program competencies, and Program goals and objectives will be met. These goals, objectives and related competencies, are identified as follows:

URI SCHOOL PSYCHOLOGY TRAINING GOALS, OBJECTIVES, AND COMPETENCIES

Goal 1. The work of program graduates will be grounded in the foundations and principles of psychological and educational science.

Objective 1. Students are engaged in research, service, and teaching grounded in the foundations and principles of psychological and educational science.

Goal 1 Competencies:

1. Students integrate into practice, theories, research evidence, and methodological issues regarding the biological foundations of cognition, affect, behavior, and development.
2. Students integrate into practice, theories, research evidence, and methodological issues in human cognition, including learning, perception, attention and arousal, behavioral regulation, emotion and motivation, memory, language, problem solving, and reasoning.
3. Students integrate into practice, theories, research evidence, and methodological issues regarding the social foundations of behavior, including, but not limited to, attributions, influences of groups on individuals (e.g., peers, families, school systems, communities).
4. Students integrate into practice, theories, research evidence, and methodological issues regarding the factors associated with diversity such as race, religion, nationality, culture, socioeconomic status, ethnicity, language, sexual orientation, and gender, and how they influence behavior.
5. Students integrate into practice, historical and contemporary foundational ideas influencing curriculum and instruction in schools.

6. Students integrate into practice, theories, research evidence, and methodological issues regarding intrapersonal factors contributing to individual differences in behavior and development, and how those factors are affected by family, school, community, and broader societal influences.
7. Students integrate into practice, theories, research evidence, and methodological issues regarding biological, cognitive/affective, and social/contextual factors on human life-span development, and their interactions
8. Students integrate into practice, theories, research evidence, and methodological issues regarding psychological well-being and psychopathology, including etiology, developmental pathways of resilience and risk, prevention, diagnosis, prognosis, and intervention

Goal 2. Program graduates will be skilled in research methods and applications.

Objective 2. Students are engaged in research, service, and teaching, guided by contemporary research methods of psychology and education.

Goal 2 Competencies:

1. Students synthesize psychological and educational theoretical and empirical knowledge bases, and use findings in designing research and delivering school-psychology service.
2. Students demonstrate knowledge and use of a range of research designs and methods (e.g., group, small-*n*, single subject, evaluation, and qualitative research) employed in basic and applied psychological and educational research studies.
3. Students design and evaluate educational and psychological services/programs using appropriate professional research/evaluation tools.
4. Students formulate accurate/valid interpretations of research findings and/or practice outcomes, based on design and analysis characteristics of the research, including considerations of internal- and external-validity issues.
5. Students disseminate psychological and educational knowledge base and empirical findings to professional and community audiences.

Goal 3. Program graduates will adhere to ethical, legal, and professional standards and guidelines.

Objective 3. Students are engaged in research, service, and teaching, guided by the ethical, legal, and professional standards and guidelines of psychology and education.

Goal 3 Competencies:

1. Students conduct themselves in accordance with the ethical, legal, and practice guidelines of the profession (e.g., APA, NASP) as a framework for research, teaching, and service activities
2. Students engage in continuous professional learning, grounded in self evaluation, by participating in education and training to improve professional practices

Goal 4. Program graduates will demonstrate appropriate professional disposition and interpersonal skills.

Objective 4. Students are engaged in research, service, and teaching, using appropriate professional dispositions and interpersonal skills.

Goal 4 Competencies:

1. Students use good communication skills (e.g., listens well; communicates clearly and effectively with different audiences; stays engaged, committed, and patient in challenging interactions; provides constructive criticism and feedback).
2. Students show respect and concern for the needs and views of others.
3. Students demonstrate professional disposition (e.g., is dependable, takes initiative, is prompt).
4. Students demonstrate strong collaboration skills (e.g., is prepared and responsible, shares information, seeks input from others, makes positive contributions to group efforts, actively engages in change efforts at multiple levels).
5. Students demonstrate good problem-solving and negotiation skills (e.g., gathers and synthesizes necessary information, integrates multiple perspectives, establishes consensus when appropriate).
6. Students respond well to supervision and feedback.
7. Students use skills described in IV 1 through 6 in a leadership or supervisory role, and to disseminate information effectively.

Goal 5. Program graduates will demonstrate awareness and responsiveness to client and community diversity

Objective 5. Students are engaged in research, service, and teaching, demonstrating responsiveness to client and community diversity

Goal 5 Competencies:

1. Students demonstrate ability to examine own cultural and linguistic background and how it influences methods, practices, and approaches to service delivery.

2. Students demonstrate ability to analyze critically how diversity issues are manifested in educational contexts and other systems and uses that information to facilitate/promote healthy development/adjustment.
3. Students recognize when services must be adapted and takes steps to modify practices to fit the needs and well-being of all client groups.
4. Students demonstrate effective interpersonal and collaborative skills with diverse clients, about diversity issues, and across diverse settings/agencies.

Goal 6. Program graduates will demonstrate knowledge and skills in systems oriented service delivery.

Objective 6. Students are engaged in research, service, and teaching, incorporating systems oriented (school, family, and community systems) perspectives, as appropriate.

Goal 6 Competencies:

1. Students design, implement, and evaluate systems-level programs or policies intended to promote healthy psychological and educational outcomes in the interrelated contexts of (a) schools (e.g., instruction and instructional interventions; problem-solving teams; in-service education programs to build system capacity; school policies on issues such as discipline and grading, communication and referral systems, and transition programs from one aspect of schooling to another), (b) families (e.g., informational and instructional programs aimed at effective childrearing, strategies for home-school-community collaboration, programs to support parent/caregiver efforts to prevent and to resolve problems relating to child and adolescent development), and (c) communities (e.g., community-based informational and instructional programs to promote healthy child and adolescent development)
2. Students advocate for effective policies, systems, programs, and services to benefit all children, youth, and families at local, state, and/or national levels

Goal 7. Program graduates will inform themselves and others through data-based decision making and problem solving.

Objective 7. Students are engaged in research, service, and teaching, using data-based decision making and problem solving strategies.

Goal 7 Competencies:

1. Students use and integrate a range of empirically based techniques (e.g., observations, interviews, rating scales, standardized tests, functional behavioral assessments, and curriculum-based and technologically enhanced approaches) to inform decisions, to prevent or to resolve psychological and educational problems, and to promote healthy functioning of individuals and systems

2. Students apply empirical decision-making rules and takes precautions to protect decisions from errors arising from cognitive biases and heuristics (e.g., irrelevant information, illusory correlation, hindsight bias, selective memory, covariance mis-estimation, confirmatory bias, and availability and representativeness heuristics)

Goal 8. Program graduates will enhance the development of cognitive and academic skills of those they serve.

Objective 8. Students are engaged in evidence-based research, service, and teaching to enhance the development of cognitive and academic skills of learners.

Goal 8 Competencies:

1. Students consult and collaborate with others to provide effective instructional experiences that enhance the development of cognitive skills (e.g., attention, problem solving, organization, planning, study skills, and self-management)
2. Students consult and collaborate with others to provide effective instructional experiences that enhance the achievement of basic and advanced academic skills (e.g., reading, spelling, writing, social studies, science, etc.)
3. Students consult and collaborate with others to translate research into empirically supported instructional strategies and effective instructional practices

Goal 9. Program graduates will enhance the development of wellness, social skills, mental health, & life competencies of those they serve.

Objective 9. Students are engaged in evidence-based research, service, and teaching to enhance the development of wellness, social skills, mental health, and life competencies of learners.

Goal 9 Competencies:

Promote Wellness and Resiliency:

1. Students design programs at universal, targeted, and intensive levels of service delivery that promote wellness and resiliency, and address diverse health issues (e.g., substance abuse, diet, eating disorders, AIDS prevention, and stress management, etc.)
2. Students show basic competencies in a broad array of crisis situations (e.g., suicide, violence, bomb threats, sexual assault, etc.) and is able to mobilize appropriate resources to address issues for students, staff, and communities

Promote Social Skills and Life Skills:

3. Students demonstrate research-based understanding of lifespan development in social, affective, cognitive, adaptive, and physical domains as a foundation for promoting social and life skills

4. Students develop goals to promote feelings of belonging (i.e., reduce alienation), to foster the expression of pro-social behavior, to promote respect and dignity for all persons (e.g., conflict resolution, bullying, social problem solving), and to apply strategies to attain those goals at universal, targeted, and intensive levels of service delivery

Goal 10. Program graduates will enhance their research and practice with technology.

Objective 10. Students are engaged in research, service, and teaching, incorporating and enhanced by contemporary technology.

Goal 10 Competencies:

1. Students demonstrate ability to use technology for record keeping, data gathering, data analysis, and progress monitoring system purposes
2. Students demonstrate ability to use current technology for communication and education purposes with various audiences
3. Students demonstrate knowledge of assistive and instructional technology to support students, including those with special needs

Multicultural Emphasis

Because our Programs recognize the important role of diverse cultural influences on human development and behavior, we believe that understanding the relationship between culture and behavior is essential to effective and meaningful professional practice. Thus, an appreciation for diversity is fostered and stressed through multiple channels such as formal coursework, colloquia, symposia, and practica. Nearly all courses include required readings and class discussions about multicultural perspectives and diversity. Moreover, departmental colloquia and programs frequently address topics relevant to diversity and psychology, and include invited speakers who delivered presentations on topics such as: the importance of diverse perspectives to psychology, history and implications of diversity in research participation, community empowerment, and public policy planning for a diverse population.

The Department's Multicultural Task Force best demonstrates our commitment to multiculturalism. The Task Force comprises a representative group of faculty, students, and staff in the department who meet regularly and explore ways to enhance the department's climate through activities and initiatives that promote cross-cultural sensitivity and multicultural competence. Students are invited to join the Task Force as regular representatives or as participants in any planning or program activities.

The Department of Psychology and the School Psychology Programs have entered into partnerships with the URI Multicultural Center to exchange mutual information and technical assistance. Our faculty and students have played leadership roles in campus-wide initiatives such as the university's annual Diversity Week, organizing various informational workshops, round table discussions, art exhibits, and cultural events. Several faculty members have participated in the

Multicultural Center's Faculty Fellows Program designed to enhance the teaching, research, and scholarly interests of faculty in multicultural issues.

The Psychology Department has established a requirement that all students attain a basic level of multicultural competence in three areas: coursework, research, and practice. For details, please refer to Multicultural Competence policy adopted by the department that appears in Section 6 of this Handbook.

The School Psychology Program is particularly enthusiastic about establishing relationships with community agencies and schools that serve low-income and minority students in Rhode Island. Although Rhode Island is small in size, it is the country's most densely populated state, in which many urban minority groups reside in ethnic neighborhoods and culturally rich communities. These groups include African-Americans, American Indians, Latinos, Southeast-Asians, Cape Verdeans, Portuguese, and Dominicans, as well as those from diverse linguistic and religious backgrounds.

Given the changing demographics of schools and the importance of multiculturalism and diversity to the program and department, we also seek to recruit applicants with an interest in these issues. We work with the Institute for the Recruitment of Teachers as a source of applicants from under-represented groups who have a strong interest in education oriented careers. We also undertake efforts to recruit from the APA Minority Undergraduate Students of Excellence program. The department and the Graduate School offer scholarships, fellowships, and assistantships to support students with the potential for significant contributions in the area of diversity while at the university and into their post-graduation career.

School Psychology Program Faculty and Interests: 2011—2012

Susan A. Brady, Ph.D., Professor. University of Connecticut (1975). Interests: Literacy and language; acquisition, disabilities, early intervention, professional development.

Paul Bueno de Mesquita, Ph.D., Professor. University of Texas at Austin (1987). Interests: Primary prevention; problem solving; consultation, problem-based learning; educational reform; child development, computer technology.

Susan M. Loftus, Ph.D., Assistant Professor. University of Connecticut (2008). Interests: Language development; early literacy development; child development.

Margaret R. Rogers, Ph.D., Professor. University of Nebraska-Lincoln (1989). Interests: Cross-cultural school psychology competence; multicultural training in psychology; social justice issues, school-based consultation; prevention.

Gary Stoner, Ph.D., Professor and Program Director. University of Rhode Island (1986). Interests: Prevention and intervention with learning and behavior problems, early school success, teacher and parent support, Attention Deficit Hyperactivity Disorder.

Lisa L. Weyandt, Ph.D., Professor. University of Rhode Island (1991). Interests: ADHD; neu-

ropsychological executive functioning; physiological basis of cognitive and behavioral disorders.

W. Grant Willis, Ph.D., Professor. University of Georgia (1984). Interests: Developmental neuropsychology; psychoeducational decision making.

Adjunct Faculty: 2011—2012

Lori Liguori, Ph.D., Course Instructor

Ira H. Reiter, Ph.D., Field Placement Coordinator

3. Overview of URI's Psychology Department

The University of Rhode Island is a state-supported coeducational institution with an enrollment of approximately 3,000 graduate and 11,000 undergraduate students and a continuing, tenure-track faculty of about 600. It was founded in 1892 as one of the land-grant colleges and in 1971 became one of the first four sea-grant colleges in the United States. The University is located in the picturesque village of Kingston, in historic "South County" near the state's beautiful coastline and many lovely beaches. Kingston is about 30 miles south of the capital city of Providence and within easy access of the main population areas of the region, including Boston and New York City.

The School Psychology programs reside within an academically strong research-based Psychology Department. The Psychology Department is one of the largest departments within the College of Arts and Sciences, and comprises five interdependent programs: (a) BA Program in Psychology (Kingston), which coordinates with the BA Program in Psychology at the Feinstein College of Continuing Education (Providence); (b) PhD Program in Clinical Psychology; (c) PhD Program in Experimental Psychology; (d) PhD Program in School Psychology; and (e) M.S. Program in School Psychology. Indeed, it is the cooperation and interdependence among these programs that is perhaps one of the greatest strengths of the Psychology Department, and constitutes a major attractive feature for our students and faculty.

The Psychology Department is located on the third and fourth floors of the Chafee Social Science Center with offices for faculty and clerical staff and space for meetings, conferences, and research laboratories. Additional space is located on the first floor for a variety of research and training activities. These facilities include laboratories for physiological psychology, social psychology, and animal research; the Psychological Consultation Center (our on-campus clinic), and office space for graduate assistants. Allied with the Psychology Department is the Cancer Prevention Research Center which occupies a nearby building and provides research space for Psychology faculty and graduate students.

Departmental Philosophy and Mission

The philosophy of the Psychology Department at URI is based on a scientist-practitioner model of education, which stresses the importance of scientific methods and psychological principles in solving problems. As a research-based department, our goals include the generation as well as

the dissemination of knowledge and methods of discovery in the discipline of psychology. Members of the Department are particularly sensitive to broadly defined issues associated with diversity, and students are exposed to a variety of theoretical orientations such as applied methodological, behavioral, cognitive, developmental, ecological, family-systems, humanistic, psychodynamic, and social constructivist approaches. As part of an ongoing effort to help guide curriculum reform, the faculty developed the following mission statement for the Psychology Department.

The Mission of URI's Psychology Department is...

- to generate knowledge of basic psychological processes and contextual influences on psychological and physical functioning;
- to apply knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems;
- to translate knowledge into science-based programs, policies, and professional practices responsive to societal needs; and
- to transmit knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

In accomplishing this mission, we...

- value the fundamental rights, dignity, and worth of all people in achieving our goal to create a climate of understanding and respect among diverse individuals;
- respect cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics;
- commit to fostering and integrating multiculturalism at both a didactic and personal level; and
- promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

Research, Teaching, and Public Service

The varied scholarly interests of faculty and students in the Psychology Department contribute primarily to two of the learning partnerships that have been established at URI: the Health Promotion Partnership and the Family Resource Partnership. More specifically, these interests include (a) family and community research; (b) methodology; (c) health psychology research; (d) neuropsychology; (e) clinical psychology practice; (f) school psychology practice; (g) nonviolence and peace studies; and (h) gender, diversity, and multicultural research. These areas show progress in moving toward specialization in particular areas of scholarly excellence and public service. At the same time, they provide a reasonable degree of breadth and an appropriate sam-

pling of modern psychology to support both the undergraduate and graduate teaching missions of the Department and University.

The Psychology Department offers a broad range of courses, research experiences, and practicals that serve the needs of our undergraduate program, our four graduate programs, majors other than psychology, and basic liberal studies requirements for the University. Undergraduate- and graduate-level courses are offered in all core areas of psychology (e.g., developmental, cognitive, learning, multicultural, physiological, and social), and more specialized coursework and experiences are available in areas such as health psychology, neuropsychology, research methodology, various clinical practices, and specialized topics in social psychology such as gender and diversity.

Faculty and students within the Psychology Department are involved in a significant number of public service activities at the department and university levels, locally, throughout the state, nationally, and internationally as well. The public service provided by our faculty is particularly extensive. Examples include (a) consultation and program evaluation to agencies such as the Rhode Island (RI) Department of Health, the RI Department of Mental Health, Mental Retardation, and Hospitals, the Attorney General of RI, and the U.S. Office of Education; (b) membership and executive offices in the American Psychological Association, the Society for Multivariate Experimental Psychology, the Society of Behavioral Medicine, the American Association of University Women; (c) participation on advisory committees and executive boards such as the Leadership Council for Women-Focused AIDS Policy, the RI Substance Abuse Treatment Outcome and Performance Pilot Studies Enhancement Project Advisory Council, Women of Color Leadership Council; (d) editorial boards for professional and scientific journals such as the *American Journal of Health Promotion*, *Annals of Dyslexia*, *Clinical Psychology: Science and Practice*, *Journal of Clinical Psychology*, *Journal of Educational and Psychological Consultation*, *Journal of School Psychology*, *Journal of Trauma and Dissociation*, *International Journal of Psychophysiology*, *Journal of Social Issues*, *Multivariate Behavioral Research*, *Psychology in the Schools*, *School Psychology Quarterly*, *Structural Equation Modeling Journal*,; and (e) volunteer work in local and tri-state area school systems and community agencies such as teaching disadvantaged adolescents in the South Kingstown Schools and providing services at Progresso Latino in Central Falls, RI. Of course, our faculty also contribute significantly to the service demands of the department and university such as reviewing internal research proposals, serving on the IRB and other university-wide committees, being a faculty mentor, participating in program reviews and search committees for other departments, contributing to the Multicultural Faculty Fellows Program, sponsoring honors colloquia, and serving on graduate student committees. These are but a small sampling of the public service contributions of our faculty who clearly provide excellent examples for aspiring graduate students.

Psychology Department Faculty and Staff

URI's Psychology Department currently has more than 25 tenure-track faculty and 20 Graduate Teaching Assistants, as well as a Director of our on-campus clinic (Psychological Consultation Center), and several clerical staff. For organizational reasons, faculty in the Psychology Department affiliate with one of our three graduate program areas (i.e., behavioral science, clinical, or school). Nearly all faculty members teach graduate courses that enroll students from all graduate

programs. Most faculty also contribute to the undergraduate curriculum as well. Despite particular program affiliations, all Psychology Department faculty participate (directly or indirectly) in the education of our psychology students in all program areas. The entire faculty of the Department meets monthly to discuss issues of general concern in the department, and also monthly in graduate program area subgroups to discuss issues of specific importance to those graduate programs.

The URI Psychology faculty have earned many awards and distinctions including outstanding research and teaching awards, national television appearances, and professional society awards; have published numerous books through well respected publishing houses, have published research extensively in prestigious national and international journals, have made countless presentations at local, national, and international conferences such as the American Psychological Association, the European Health Psychology Association, the International Neuropsychological Society, the National Association of School Psychologists, the National Black Psychological Association, and the National Multicultural Summit.

Psychology Department Faculty Members and Interests

Su Boatright-Horowitz, Ph.D., Behavioral Science, City University of New York, Director of the Undergraduate Program in Psychology, Undergraduate research and education

Henry Biller, Ph.D., Duke University, Clinical - Fathering, parent-child relationships on personality development and cognitive functioning

Jerry Cohen, Ph.D., University of Illinois, Behavioral Science - Social motivation, methodology, cognition

Charles Collyer, Ph.D., Princeton University, Behavioral Science - Perception and cognition, psychophysical modeling, nonviolence

David Faust, Ph.D., Ohio University, Clinical - Judgment, psychology/psychiatry and law, neuropsychology, philosophy of science

Ellen Flannery-Schroeder, Ph.D., ABPP, Temple University, Clinical - Anxiety disorders, cognitive-behavioral therapy, prevention of internalizing disorders

Paul Florin, Ph.D., George Peabody College of Vanderbilt, Clinical - Community psychology

Ira Gross, Ph.D., Professor Emeritus, University of Illinois, School - Child sexual abuse, sex role specialization, cognitive development, exceptional individual

Lisa Harlow, Ph.D., University of California, Los Angeles, Behavioral Science - Applied multivariate statistics (e.g., structural equation modeling), attitudes & performance in friendly science curriculum, psychoexistential functioning, equity & diversity, and women's health

Shanette Harris, Ph.D., Virginia Polytechnic Institute and State University, Clinical – Body image, eating disorders, African-Americans cultural issues in health psychology, multiculturalism

Robert Laforge, Sc.D., Johns Hopkins University, Behavioral Science – Epidemiology

Albert Lott, Ph.D., Professor Emeritus, University of Colorado, Behavioral Science - Social and men's studies

Bernice Lott, Ph.D., Professor Emerita, University of California, Los Angeles, Behavioral Science - Social and feminist psychology

Peter Merenda, Ph.D., Professor Emeritus, University of Wisconsin, Behavioral Science – Statistics and methodology

Patricia Morokoff, Ph.D., S.U.N.Y. at Stony Brook, Clinical - Health psychology and human sexuality, AIDS research

James Prochaska, Ph.D., Wayne State University, Clinical - Processes of self-change in psychotherapy, addictive behaviors, and health related behaviors

Kathryn Quina, Ph.D., University of Georgia, Behavioral Science Program Director - Perception and women's studies, AIDS research

Mark Robbins, Ph.D., Rutgers University, Clinical - Psychopathology

Joseph Rossi, Ph.D., University of Rhode Island, Behavioral Science - Statistics and methodology, health psychology, addictive behaviors, sun exposure, environmental health

Albert Silverstein, Ph.D., Professor Emeritus, University of California, Berkeley, Behavioral Science - Human learning & memory, acquisition of motives, history of scientific thought in psychology

Nelson Smith, Ph.D., Professor Emeritus, Princeton University, Behavioral Science - Learning, avoidance conditioning

Lynda A. R. Stein, Ph.D., Kent State University, Clinical – Incarcerated adolescents, substance abuse

John Stevenson, Ph.D., University of Michigan, Behavioral Science, Department Chair - Personality and social, mental health and alcohol program evaluation research

Ann Varna Garis, Ph.D., University of Rhode Island, Director of Psychological Consultation Center – Family therapy

Wayne Velicer, Ph.D., Purdue University, Behavioral Science - Statistics and methodology, personality assessment and addictive behaviors

William Vosburgh, Ph.D., Professor Emeritus, Syracuse University, School – Psychoeducational clinic, impact of institutional structures on individuals

Theodore A. Walls, Ph.D., Lynch Graduate School at Boston College, Behavioral Science - Statistical methodology for social science, developmental and educational psychology, prevention and intervention science

Mark Wood, Ph.D., University of Missouri, Columbia, Behavioral Science – Alcohol use and misuse

4. School Psychology Master of Science Program Requirements

All requirements for the M.S. degree must be completed within a period of five calendar years. Requirements for the M.S. degree in school psychology consist of accomplishments in three inter-related components of the graduate education curriculum. These are didactic coursework, research, and applied experiences. Each of these components relates to and influences the others. In this manner, the program encourages the integration of science and practice across all areas of the curriculum.

Coursework

For the M.S. program, required prerequisites include a course in psychometrics comparable to the course described in the *URI Catalog* (PSY 434: Introduction to Psychological Testing). This course can be taken upon entrance to the Program, but do not count as part of the required number of credits. Certification requirements include 12 credits from education courses. The program admits students only in the fall semester and *requires full-time registration until completion of degree requirements.*

Students in the M.S. program take a minimum of 60 graduate credits. Course requirements can be conceptualized as a three-by-two matrix, with three areas of study: research methodology, psychological science content, and professional applications, in each of two levels: general (i.e., requirements in common with students in other graduate programs in the Psychology Department) and specific (i.e., requirements particular to students in the School Psychology Programs). Please refer to the *URI Catalog* or view on the URI web page for course descriptions.

	Methodology	Content	Applications
General	PSY 532 (3 credits)	PSY 600 (3 credits) PSY 603 (3 credits)	
Specific	PSY 615 (6 credits)	PSY/EDC 540 (3 credits) PSY/EDC 544 (3 credits) PSY 665 (3 credits) PSY 668 (3 credits) PSY 681 (3 credits) PSY 690 (3 credits) EDC 502 or EDC 503 (3 credits)	PSY 550 (3 credits) PSY 660 (3 credits) PSY 661 (3 credits) PSY 663 (3 credits) PSY 670 (12 credits)

Note. Rhode Island certification requirements include 12 credits from education-related courses (see Section 21.2). We suggest the following: (a) school counseling (PSY 690), (b) learning disabilities assessment and intervention (PSY/EDC 540) (c) organization/structure or curriculum of schools (e.g., EDC 502 or EDC 503), and (d) reading disability (PSY 544). At least one of these courses must include curriculum development.

A sample M.S. program of study is included in Section 8. It should be noted that the Program continually appraises its goals and processes for achieving those goals in order to maintain and to improve quality. Accordingly, requirements appearing in these appendices may change. Of course, once a student's individual program of study is formally approved, these kinds of changes do not necessitate a change in a student's program.

Research

The M.S. Program is a non-thesis degree program and, as such, does not require a formal research project or written product. Even so, research analysis and perspectives are offered throughout most of the courses, and students also must complete one course with a major paper involving significant independent research. M.S. students also are required to complete a minimum of 9 credits of research and research-related courses.

PSY615 Collaborative Research in Psychology, “SPRIG” (6 credits)

PSY532 Experimental Design: Statistical Analysis (3 credits)

School Psychology Research Interest Groups

Students have a variety of ways of being introduced to and participating in research. A unique aspect of the Program is the School Psychology Research Interest Groups (SPRIG). For SPRIG activities, students register for PSY615: Collaborative Research in Psychology. All M.S. students are required to enroll in PSY 615 for a minimum of one credit each of four semesters. The research interest groups are organized into three inter-related formats: Combined, Cohort, and Topical.

The *Combined SPRIG* consists of meetings of all students and provides a forum for introducing students to a wide variety of research designs and analytic approaches. It also provides opportunities for those who wish to present at a professional conference to practice this presentation in advance. In addition, students who are preparing for the oral defense of their thesis or dissertation sometimes use this means to practice their presentation. Still other students use this opportunity to brainstorm about research hypotheses or designs for a particular study.

Occasionally the Combined SPRIG meetings are divided into *Cohort SPRIGs*, consisting of all students divided into groups according to program and level (e.g., first-year M.S. students, PhD students working on MA thesis projects, PhD students completing dissertations, etc.). These cohort groups allow students to offer advice and support to each other during similar stages of research experiences. Cohort groups also allow the faculty to provide students with consistent and efficient guidance and information at certain stages of their programs.

Topical SPRIGs are comprised of smaller groups of students who meet with a faculty member to discuss and plan research in specific areas. Students of all levels participate in these groups, providing a kind of apprenticeship and mentoring atmosphere, where more advanced students model research skills and newer students gain confidence in their own competencies while learning to generate research questions for projects, presentations, theses, and dissertations. SPRIG is coordinated with the statistics and methodology courses in a sequence designed to assist the student in moving systematically from introductory collaborative to independent research. Topical interest groups typically center on applied concerns and in recent years have included issues such as early interventions, developmental neuropsychology, primary prevention, child abuse, school learning styles, clinical judgment and decision making, and reading disability.

Field Experience

The M.S. Program in School Psychology requires both practicum and internship experiences. An on-site professional supervises these experiences, conducted in a manner consistent with the current legal-ethical standards of the profession of school psychology, and supplemented by the University based supervisor. In addition, coursework in assessment and counseling contain practicum components contributing to the accumulation of practicum experience hours.

Practicum

Practicum involves a developmental sequence of weekly, supervised experiences primarily in schools. In some cases student in the M.S. Program will also complete practica in community agency sites, or the department's campus-based Psychological Consultation Center (e.g., child anxiety team)—however, this is not typically the case. Credit for practicum experience is obtained via registration for PSY 670 in each semester. (Also, see separate Practicum and Internship Handbook). A minimum of 600 hours of field-based practica distinct from and prior to internship is required in the M.S. Program. The typical expectation for fulfilling this requirement is approximately 1 to 1 and 1/2 days per week of field experiences, or 300 hours per year over the first 2 years of training. Students are not required to be involved in practica activities during school holidays and examination periods. Supervised practicum experiences include opportunities to learn and practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, and program development and evaluation.

Individual school-based practica in Years 1 and 2 of the program are supervised and organized by cohort, based on year of entry into the program. In addition, each year students in years 1 and 2 of their programs participate in practica experiences organized around a cooperative learning teams format designed to provide direct practicum experience and to help students integrate theory and research with their professional work. The teams are "vertical" in the sense that each comprises students at a variety of levels of training. An example, is the currently operating team focusing on delivering a violence prevention curriculum in elementary school classrooms. Thus, more advanced students have the opportunity to model and practice supervision skills and less experienced students have the opportunity to observe and team up with more experienced individuals. All students meet regularly under faculty supervision to discuss issues arising from their professional work. Meetings involving advanced students and interns may include guest speakers such as local psychologists, attorneys, special education directors, and other professionals. Various topics are discussed.

Students are assigned to faculty directed practicum teams. Participation in these team practica continues for a minimum of three years, and is optional beyond that time. These teams currently staff projects in the Central Falls Public Schools, with foci on violence prevention, early language and literacy development, and parent involvement in education.

Sequence of Practicum Experiences

Practicum experiences are arranged to provide opportunities for students to meet the following expectations in a graduated sequence of experiences, progressing from introduction, orientation, and observation to basic skill acquisition, assuming professional responsibilities, and development of proficiency in multiple areas of competence. Practical work in the field is preceded by and integrated with the professional course sequence. Therefore, field experiences should offer numerous activities to translate course knowledge into best practices. The sequence of field experiences is meant to serve as a general guide and should allow flexibility for each student to establish individual training goals.

B. YEAR 1 Fall Semester

*Primary placement is with a classroom teacher.

1. Gain an orientation to schools, the community, special education, and the roles and functions of the school psychologist through the following experiences:
 - a. become familiar with the demographics of the community, and its economic and cultural characteristics;
 - b. become familiar with the demographics of the student population; the number, size, and levels of individual schools; the size of the school staff; the size of the special education population; the administrative hierarchy; and the range of school programs and services;
 - c. participate in a series of classroom observations in regular and special education settings, ranging from preschool to the twelfth grade; gaining a greater understanding of child development and form conclusions about the developmental appropriateness of school curriculum and instructional methods; and
 - d. interview and interact with a variety of school personnel, including administrators, school committee members, teachers, specialists such as guidance counselors, speech and language pathologists, and/or other professional staff, to understand their roles, functions, and relationships to psychological services.
2. Accompany and observe a school psychologist. Notice the school psychologist's professional problem solving and decision making while functioning in the following roles:
 - a. consulting with teachers about academic and behavioral issues;
 - b. designing, implementing, and evaluating classroom-based interventions;
 - c. conducting individual and/or group counseling;

- d. participating in student services teams, including attending IEP, MDT, and 504 meetings;
- e. conducting all phases of the prereferral, referral, evaluation, and multidisciplinary team processes in the schools.

YEAR 1 Spring Semester

*Primary placement is with a school psychologist or other licensed professional.

1. Continue with orientation activities and observations from the preceding semester.
2. Become familiar with how to establish rapport and interact effectively with children by engaging in a one-on-one role with at least one student (e.g., as a tutor or homework buddy).
3. Plan activities to complement coursework, such as conducting classroom observations, reviewing files, and/or observing the case study or cognitive assessment of students.
4. Learn more about multicultural issues in schools by assisting students and teachers who are culturally/linguistically different than you.
5. Investigate how schools identify and respond to childhood disorders and observe how behavioral principles are used to intervene with discipline problems.

YEAR 2 Fall Semester

Having completed some basic coursework you should be prepared to become involved in more direct service activities under the supervision of an on-site school psychologist. As you proceed through the remaining courses in the professional training sequence, your practicum experiences should provide valuable opportunities to integrate your knowledge while learning and practicing more advanced skills.

1. Participate in some assessment such as conducting cognitive testing, interviewing students and parents, conducting classroom observations, and reviewing files.
2. Practice basic skills in the assessment of children's social and emotional difficulties, linking your findings to the design, implementation, and evaluation of classroom-based interventions.
3. Facilitate or co-facilitate group and/or individual counseling.
4. Participate in student services teams such as IEP, MDT, and 504 meetings and become familiar with legal and ethical issues relevant to guidelines, policies, and regulations.

YEAR 2 Spring Semester

As you continue to complete your professional course sequence, you should begin to extend direct service skills into broader indirect service activities. In your final semester of practicum, identify skill areas needing more practice and development. Also, this is a time for pursuing specialized interests or applied research topics, and to complete your Case Study requirement that is part of your comprehensive examination. Continue to integrate your knowledge and develop previously untried skills that you may need on your internship next year.

1. Practice consultation and indirect service with teachers and parents regarding academic and behavioral problems.
2. Practice how to integrate your assessment, intervention, and consultation skills while assuming more independent responsibilities under the guidance of your site supervisor.
3. Develop skills in creating integrated case reports, making case presentations, facilitating team meetings, and functioning in leadership roles.
4. Look for opportunities to practice systems-oriented indirect services; such as becoming involved with school-wide needs assessment, program/policy development, and evaluation research.

Internship

Prior to graduation, all M.S. students must complete a school-based internship approved by the Program. The M.S. School Psychology Program adheres to the Internship Guidelines of the National Association of School Psychologists (Available online at:

<http://nasponline.org/standards/FinalStandards.pdf>)

Students are eligible for internship placement at the conclusion of all coursework, satisfactory performance in four semesters of practica, and successful completion of the PRAXIS test in school psychology (through ETS). Students earn credit for internship and must be enrolled in a minimum of one credit of PSY 670 each semester of their internship. In addition, students must be continuously registered at URI until they complete their internship. More specifically, over the summer months of the internship students must enroll in 'CRG' or continuous registration.

Philosophy

The internship in school psychology is guided by the scientist-practitioner model of graduate education and the roles and functions of the school psychologist as a data-based problem solver as endorsed by our programs. Thus, the internship should provide a planned, culminating set of professional development opportunities involving the integration of science with practice. Internships for our M.S. Program are intended to prepare students for entry-level professional practice in school psychology.

Timing and Sequence

The internship is understood to be a culminating field experience. Therefore, to be eligible for internship, students should complete required coursework according to a sequence as outlined in their program of studies and approved by their major professor. The internship for students in the M.S. Program is completed during the third year, at the conclusion of the program of study, after all courses and the PRAXIS exam have been successfully completed.

Professional Standards

Internships for the M.S. degree comply with the standards of the National Association of School Psychologists (NASP). Students are encouraged to seek high quality training experiences as arranged with local school districts, supervised by qualified and appropriately certified professionals, and approved by the Program. These kinds of settings recognize that the internship is designed to provide a planned sequence of professional experiences that recognize the individual training needs of the student.

General Requirements

Several major features of the internship requirement derived from the standards and guidelines previously mentioned are outlined below:

- *Length of Internship.* Students must complete an academic-year-long, full-time internship in a school setting or other appropriate setting relevant to the provision of psychological services to children and adolescents. School-based experiences should constitute at least half of the internship. Approved internships to be completed entirely in school settings may be completed within a 10-month academic year. Individual sites may offer opportunities for extended internship training, in which case, the length of the internship can be extended as mutually agreed by the site and intern. Under special circumstances, the internship may be completed on a half-time basis over two consecutive years (e.g., approximately 20 hours per week over two academic years completed within a 24 month period).
- *Clock Hours.* The internship must include a *minimum* of 1200 clock hours of supervised experience.
- *Planned Training Activities.* The internship must be a planned and organized sequence of training and not just the performance of routine and repetitive functions devoid of individual benefit or professional development, nor should it be a disjointed collection of clock hours in unrelated settings. The internship should be a comprehensive learning experience in terms of offering opportunities to practice direct and indirect psychological services, in response to a various problems experienced across a range of age and grade levels, delivered to diverse student populations within varying school and community contexts and settings.
- *Supervision.* The site supervisor must be an appropriately credentialed/certified school psychologist or licensed psychologist employed where the internship services are provided.

ed. This supervisor must have oversight and responsibility for the nature and quality of the psychological services provided by the intern. The site supervisor provides two-hours per week of face-to-face supervision to the intern. In addition to the site supervisor, a member of the program faculty is designated as the coordinator of field experiences and university-based supervisor. The coordinator is responsible for coordinating internships and serves as a university-based supervisor for internships. The university-based supervisor is responsible for securing internship sites that meet all requirements for an approved site, maintaining communication with and receiving feedback from the site supervisor, conducting regular on-campus supervision sessions for local interns, and awarding internship credit when the experience has been successfully completed and all required documentation and evaluations are on file.

- *Documentation of Compliance with Professional Standards.* Legal and ethical guidelines and standards relevant to the profession of school psychology and the internship are provided to students in professional courses, as well as reviewed in regularly scheduled seminar meetings for all students on internship. It is the responsibility of the student intern to become knowledgeable of these guidelines and to understand fully how their internship plans and their individual program of study must comply with these guidelines and standards. To this end, students are encouraged early on in their program to discuss their plans for internship with their major professor, as well as the coordinator of field experiences. Internship logs and documentation of training experiences should reflect adherence to program goals and professional standards.
- *Steps For Applying To, Obtaining, and Completing an Internship.* In addition to the standards, students are expected to become familiar with the established procedures and specific steps for applying to, obtaining, and completing an internship. Throughout this process students should work closely and communicate often with three key faculty: their major professor, the coordinator of field experiences, and the program director. The remaining information in the sections below pertains mainly to the procedures and necessary steps for students to follow regarding eligibility, approval, application, selection, evaluation, and documentation.
 1. Eligibility. In order to be eligible for internship M.S. students should complete all required coursework satisfactorily and pass the PRAXIS exam. Eligibility for internship is approved by the major professor and verified by the coordinator for applied training.
 2. Planning the Internship. No later than two semesters prior to the start of an internship, the coordinator of field experiences will organize an orientation meeting with students to review eligibility and internship plans. Relevant policies and procedures will be discussed. Students will be surveyed and asked to specify prior experiences, desired goals, rankings of preferred internship sites, and any individual considerations or constraints. At this time students are requested to self-evaluate their skills in areas such as assessment, intervention, counseling, consultation, and program evaluation. This information is used in advising students about potential internship sites and in final decision making about placements.

3. Approval. Potential internship placements should be reviewed with the coordinator. Final approval of available internship sites rests with the faculty coordinator of field experiences and internships, and the program director according to program standards and guidelines endorsed by the full program faculty.

4. Application. Once eligibility for internship has been determined and site preferences have been submitted, students are approved to proceed to the application stage. Internships that meet all parameters for approval are identified by the coordinator and students may apply to those designated sites. To ensure that sites meet the necessary requirements, the coordinator initiates contact with site supervisors or administrators and enters into contractual discussions about possible internships. Both site supervisors and school administrators may interview prospective interns before final placements are determined. Students are advised to prepare a current resumé and work samples in the event that they are needed during the interview process.

5. Final Selection and Placement. Final determination and placements are a joint decision of the program, the site supervisor, and the intern. For all M.S. internships, the coordinator of field experiences informs the student of their final selection and placement.

6. Internship Contract and Plan. The placement agreement is formally described and approved through the development of an Internship Contract by the internship coordinator. The contract specifies the nature of the internship training activities, the internship plan, the beginning and ending dates, amount of stipend or compensation, and supervision arrangements. The contract also must specify the goals and objectives for internship training (i.e., the plan), the nature of the internship experiences to be provided to meet those goals and objectives, and the scheduled activities and responsibilities of the intern. Contracts require approval signatures from five persons: the intern, the site supervisor, a site administrator, the coordinator of field experiences, and the program director. An internship contract must be submitted and kept in the student's record in the departmental graduate student files.

7. Evaluation. Regular progress evaluations are conducted of interns in terms of meeting the goals and objectives as stated in the internship contract. These evaluations are completed by the site supervisor at both mid-year and end of year. Interns are encouraged to participate in a progress review with their supervisors as a means of identifying areas of improvement and establishing goals for professional development. In addition, interns evaluate their supervisors and their internship at mid-year and end of the year.

8. Documentation. The following materials and documentation should be on file in the department files for interns: Internship Contract, Evaluations (Mid-Year and End of Year), Log of Activities and Summary of Clock Hours, Completion of Internship Verification Letter.

5. Sequence

Typical Sequence for M.S. Degree in School Psychology

Fall Semester	Year I	Spring Semester
PSY532: Experimental Design PSY540: Learning Dis. Assess/Intervention PSY615: Collaborative Research (SPRIG) PSY660: Clinical Decision Making PSY670: Practicum PSY681: Ethical, Hist... Issues SPSY		PSY600: Multicultural Psychology PSY615: Collaborative Research (SPRIG) PSY661: Cognitive Assessment PSY665: Developmental Psychopathology PSY670: Practicum PSY690: School Counseling
	Year II	
PSY544: Reading Acquisition & Disability PSY550: Applied Behavioral Analysis PSY615: Collaborative Research (SPRIG) PSY663: Assessment and Intervention PSY670: Practicum PSY603: Developmental Psychology		PSY615: Collaborative Research (SPRIG) PSY668: School Psychological Consultation PSY670: Practicum PSY/EDC: Elective EDC502 or EDU503: Education Elective PSY647: Interventions
	Year III	
PSY670: Internship		PSY670: Internship

Note: This sequence is intended to serve only as a general guide. The actual sequence may vary depending on number of prerequisites needed, transfer credits, previous thesis work, assistantship responsibilities, and other individual circumstances and/or scheduling constraints. Your final sequence of courses should be planned in consultation with your advisor or major professor and should be finalized in your approved program of study.

6. Demonstration of Competency

Students are expected to demonstrate competency in several ways, and faculty monitor progress routinely on an ongoing, formative and summative basis (See Appendix for Graduate Student Progress Monitoring worksheet). All students must earn acceptable course grades and maintain an acceptable grade point average. Also, students must complete and document “benchmark assignments” within several graduate courses in school psychology. The comprehensive examination process includes both a written test and a case study. Practicum supervisors evaluate the skill development of students each semester. The coordinator for field experiences monitors individual progress during all field experiences and training activities. All students earning a graduate degree in URI’s Psychology Department also are expected to acquire and to demonstrate multicultural competence in didactic, research, and applied areas.

Faculty formally evaluate progress through an annual review of accomplishments, which is recorded in the student's permanent record. These annual student evaluations provide feedback to students in three areas of academic standing: applied work, research, and professional development. Interns participate in the evaluation and review process at their respective sites through formal evaluations by their supervisors.

M.S. Comprehensive Examination

According to Graduate School guidelines (URI-GSM 7.45.2), as a student in a non-thesis program, you are required to pass written master’s examinations when your formal coursework is nearly completed. A candidate who fails the examination may be permitted one re-examination in the part or parts failed if re-examination is recommended by the committee and approved by the Dean of the Graduate School. The second examination may be taken only after an interval of ten weeks (see URI-GSM 7.74 and 7.75).

The comprehensive examination for the School Psychology M.S. Program comprises two parts: (a) a standardized, multiple-choice Praxis school psychology test and (b) a case study. The Praxis exam must be successfully completed prior to the internship. The case study may be completed EITHER, prior to internship, or during the internship year. If completed prior to internship, the case study should be completed in the academic semester (i.e., fall or spring) prior to the internship. If completed during the internship year, the case study should be completed and submitted no later than February 1, of the internship year.

Standardized Test (Praxis Exam)

The standardized test is the School Psychologist Examination (Test #10400), owned and administered by the Educational Testing Service (ETS) as part of the Praxis Series II program. This is the same examination that is required by the National School Psychology Certification System (for designation as a Nationally Certified School Psychologist [NCSP]; see Section 18.2). It was developed jointly by NASP and ETS in 1987 and is reviewed annually. Schedules of test administration, registration materials, and sample questions are available online at: www.ets.org/praxis/prxnasp.html. A passing score is set by the National School Psychology Certification Board (NSPCB) upon recommendation of the NASP examination validation panel.

The passing score is reviewed annually by the NSPCB and is modified as warranted. You must score at or above the minimum designated by NSPCB in order to pass this part of your written comprehensive examination, and the School Psychology Program must receive confirmation of this requirement prior to the beginning of your internship. More specifically, students must take the exam near the end of their coursework (typically in the Spring semester prior to internship; or early Summer prior to internship).

Essentially, this test is designed for individuals who have completed graduate programs similar to our M.S. Program in School Psychology and who wish to serve as school psychologists in educational settings. It consists of 120 multiple-choice test questions that focus on both content and process issues that are relevant to the school setting. The main content areas of the test include diagnosis and fact finding (25%), prevention and intervention (25%), psychological foundations (20%), educational foundations (12%), and ethical and legal issues (18%). In measuring these five content areas, various contexts are used such as consultation, assessment, intervention, research, professional standards, and in-service. Specific topics covered in each area are detailed in the website noted in the previous paragraph.

Case Study

The case study should be prepared similar to the guidelines established by the National School Psychology Certification System, and also should include an appendix of supporting materials. [Note that although we require this as a part of your written comprehensive examination in partial fulfillment of your M.S. degree at URI, you are *not* required to submit this as a part of your application should you choose to pursue the NCSP credential. For the NCSP credential, the case study is only required from graduates of non NASP-Approved Programs—both our M.S. and PhD Programs in School Psychology have been NASP-Approved since 1991].

The following is a suggested outline to help you to organize the case study assignment. You may choose to modify this outline as appropriate to your particular case.

- 1) Reason for Referral or Presenting Concerns
- 2) Background and Context of the Problem
 - (a) Background about the child
 - (b) Background about the problem
- 3) History of the problem
- 4) Current status of the problem
- 5) Previous assessments and interventions
- 6) List of Assessment Procedures
- 7) Assessment Results
 - (a) Analysis of the problem, case conceptualization, and/or diagnostic conclusions
- 8) Recommendations
 - (a) Link assessment data with intervention goals

9) Intervention

10) Provide specific description of the intervention plan (individual, group, organizational) and steps for implementation.

11) Discuss collaboration efforts with family, school, and/or community-based individuals

12) Provide outcome data and discuss the results of the intervention

13) Supporting materials

(a) References—including research articles or professional resources that informed your approach to the case

(b) Summary of assessment data or scores

(c) Assessment protocols and/or intervention materials as relevant

One of the most important aspects of the case study is your annotation of your decision-making and problem-solving processes as you move through the case. The annotation serves as a narrative explaining the rationale for your decisions and judgments and includes generation of hypotheses, testing of hypotheses, weighing probabilities, considering advantages and disadvantages of various aspects of your assessment and intervention, and guarding against potential biases and threats to valid judgments.

Your annotation can be written in one of two ways. You may include your comments in a separate paragraph at the end of each section of the case study or you may attach the entire annotated commentary at the end of the case study under a separate heading. In either case, the document should be written in APA style and should be limited to 20 pages double-spaced, 12-point font.

Should you choose to complete the case study in the year prior to internship, it is due no later than the last day of the time block designated by the Department Chair for Departmental Written Comprehensive Examinations in the fall or (more typically) spring semester prior to the internship. As noted above, should you choose to complete the case study during the internship year, it is due no later than February 1 of the internship year. This schedule allows time for the case study to be properly evaluated prior to the summer session when faculty members may be unavailable. The case study is evaluated independently by two readers: the Coordinator of Field Experiences and the student's Major Professor. If the Coordinator also serves as the Major Professor, the student should select one other school psychology faculty member as a second reader. When the two readers disagree as to the merit of the case study, it is common practice for the Major Professor to seek the opinion of a third reader from the school psychology faculty. All school psychology faculty members then meet as a group to discuss results and decide if the student has passed, failed, or requires remedial work. Feedback is provided to the student by the Major Professor no later than one week following the first School Psychology Program Area meeting after the end of the designated written comprehensive examination period.

Alternative Procedure for Comprehensive Exams

If the departmental policy is inappropriate for an individual student, that student and his or her committee may propose an alternative procedure to the chairperson and the Departmental Affairs Committee (DAC) (Department policy, December 3, 1981). Accommodations through Disability Services are also available.

Multicultural Competence

Students earning a graduate degree in the URI Psychology Department should acquire and be able to demonstrate multicultural competence in *all* of the following areas:

Didactic Component

Consistent with the Department's goal of curricular flexibility, *all* graduate students will fulfill *one* of the following requirements:

Complete PSY 600, "Multicultural Psychology;"

Complete another graduate course that the student's graduate committee or the Psychology Department's Graduate Curriculum Committee has approved as dealing primarily with issues in multicultural psychology; *or*

Complete a didactic learning experience in multicultural psychology in the context of an independent study.

Research Component

In keeping with Institutional Review Board requirements, *all* graduate students will include a section in their thesis/dissertation proposals that articulates how the issue of multiculturalism has been considered with respect to the choice of topic, methodological approach, participants, measures, procedures, and the interpretation of the research. This is not intended to limit the student's choice of topic, participants, or method, but to assure that the student expresses the ways in which various choices are made and the implications of those choices for the subsequent interpretation of results.

Applied Component

In order to allow students to demonstrate multicultural competence, *all* graduate students will complete *one* of the following activities:

A practicum dealing with a multicultural client group or setting;

Teaching a course on multicultural psychology or teaching a course in psychology (or a related discipline) in which multicultural issues are infused throughout course content;

A comprehensive examination question about an issue in multicultural psychology, or written from a multicultural perspective; *or*

A research study primarily addressing a multicultural question or involving diverse participants.

Examples of activities to satisfy the Applied Component of the Multicultural Competency include:

Completing a practicum or field experience (e.g., PSY 670) dealing with a multicultural client group or research population, or in a setting dealing primarily with multicultural issues

Teaching a course on multicultural psychology

Teaching a course in psychology or a related discipline, in which multicultural issues are infused throughout the course content, as evidenced by the course syllabus and materials. URI 101 could be taught to fill this component

Successfully passing a comprehensive examination question about an issue in multicultural psychology, or about multicultural perspectives on a more traditional area of psychology; for example, Asian women's health, or issues to consider in designing research with ethnic minorities

Participating actively in, or completing on one's own, a research study primarily addressing a multicultural issues question

Completing an independent study (not part of meeting the "Didactic Component" requirement) in which a product exploring multicultural perspectives is developed, such as a review paper

Developing and presenting a workshop for community residents or para-professional staff about working with multicultural clients or doing research in multicultural settings

Assisting with or participating in a conference dealing with multicultural topics (e.g., the annual URI Diversity Week, the annual Gay, Lesbian, Bisexual, Transgendered (GLBT) conference, etc.)

Serving in an assistantship dealing with multicultural issues (e.g., Disability Services, Multicultural Center, etc.)

Verifying the satisfactory completion of each of these requirements will be the responsibility of the student's major professor in consultation with the student's graduate committee, as evidenced by a document in the student's file (see 7.4.1). As with most requirements, the student may petition the graduate committee to accept comparable achievements in Categories 1 and 3.

Verification of Multicultural Competence

The following form should be filed in your Departmental file in order to verify that you have demonstrated the multicultural competencies required by the Psychology Department:

URI Psychology Department Multicultural Competency Requirement

Name _____

Date _____

Program: M.A. M.S. Ph.D. Area _____

This is to certify that I have completed the Multicultural Competency Requirements by the following activities (one per component category):

Didactic Component

_____ PSY 600

_____ Other approved multicultural course (# and Title): _____

_____ Other learning experience (describe): _____

Research Component

Incorporated multicultural considerations into master's thesis proposal:

_____ Yes _____ URI Master's Thesis not required

Ph.D. Candidates: Incorporated multicultural considerations into dissertation proposal:

_____ Yes

Applied Component

_____ Practicum (Course # and Title): _____

_____ Teaching (Course # and Title): _____

_____ Research (Title): _____

_____ Comprehensive Exam (Topic): _____

_____ Other (describe): _____

Student

Major Professor

Program Director

Department Chair

Annual Evaluation of Graduate Students

The School Psychology Program Faculty will review your progress annually. To facilitate this process, the following steps should be followed:

1. The Program Director will announce the date by which the evaluation process must be completed and will send appropriate forms to major professors and all students.
2. Major Professors will solicit information from the student.
3. Students will complete the annual evaluation of progress form and return to their Major Professor or the Program Director. Information may also be solicited from members of the student's program committee. All progress information will be shared among program faculty who jointly review each student's progress during an annual program faculty meeting for that purpose. The Annual Student Evaluation form will be completed and student progress will be rated in three areas of academics, practice, research and overall progress. Feedback and recommendations will be provided.
4. Before the annual evaluation of progress is submitted to the student's file, the major professor will share the evaluation results with the student, provide an opportunity to dialogue about accomplishments and areas needing improvement, and clarify or resolve any disagreements. As necessary, information from this discussion can be communicated to relevant program area faculty and other members of the student's program committee.
5. In the event that a student's major professor is from "outside" the School Psychology Program Area, one faculty member from the School Psychology Program Area will be appointed to the program committee. That individual shall share responsibilities with the major professor regarding issues connected with the student's professional development (i.e., relevant courses, training experiences, placement, internships, etc.). It will be the obligation of the major professor and the designated program-area faculty to submit to the Program Director (with copies to all program committee members) a completed Annual Student Evaluation form.

7. Faculty Advisor and Major Professor

The initial *Faculty Advisor* is the faculty member to whom the student has been assigned at the time of admission to "assist the student in the selection of courses to be taken the first semester" (URI-GSM 8.21). Your initial advisor will assist you as you begin to plan your program of study. Initial advisors are assigned on the basis of availability and interests, but you are free to select any other faculty member as your major professor. It is your Major Professor who will guide and advise you throughout your program of study. The major professor, chosen by you, the student, "has overall responsibilities for the student's training" (URI-GSM 8.31), and serves as the chair of your program committee. Because of the importance of your major professor, we encourage you to take every opportunity in your first semester to introduce yourself to faculty and spend some time getting to know them better.

The *Major Professor* is a key person in your graduate career. Aside from chairing the program committee, which has overall responsibility for shaping and approving your progress, the major professor typically guides and directs research, assists in planning training goals and practice experiences, helps you organize and prepare for comprehensive exams, and can greatly facilitate your movement past the various milestones involved in Graduate School. It is very important, therefore, that your major professor be someone who not only can guide your research and training, but also a person who will be available to you and with whom you feel comfortable discussing the various phases of your graduate student life. Although graduate students are inclined to trade advice with each other and follow in the footsteps of those who went before them, the most trusted information you can receive is from your major professor.

8. Program of Study

(URI-GSM 7.43, 7.52)

The purpose of the program of study is to ensure that students, at an early stage in their graduate study, organize coherent, individualized plans for their course work and research activities. It is expected that the successful completion of students' programs of study along with collateral readings, research, etc., will enable them to demonstrate that they have achieved the high level of competence required of graduate students in their respective fields. All degree candidates are required to prepare a program of study with the guidance of their major professors (for master's degree programs) or of their program committees (for doctoral programs) in accordance with the guidelines in the *Graduate Student Manual*. After the major professor has approved the program for master's degree candidates or by the program committee for doctoral candidates, the program of study is submitted for approval to the Dean of the Graduate School.

By the end of the first semester, or after the first 18 credits are completed, you should submit a *tentative* program of study to the Dean of the Graduate School. Your Program of Study is prepared in consultation with your Initial Advisor or Major Professor and requires his or her approval. A tentative plan can be changed more easily and allows you to make adjustments early in your program without the delays involved in seeking formal approval from your entire program committee. A copy of the appropriate form is available in the Psychology Department office as well as from the Graduate School web page. Although professional standards, credentialing requirements, and university guidelines determine much of the curriculum, each student's program of study should be individually developed depending on previously earned degrees, prior graduate credits earned, professional goals, and special interests. A sample program of study leading to the M.S. degree in Psychology for the School Psychology Program appears in the following Section 9.1.

Sample Program of Study for M.S. Degree

MASTER'S DEGREE PROGRAM OF STUDY

STUDENT'S NAME: Your name 9-DIGIT URI ID#(not SSN): 10018668X

DEPT/PROGRAM: School Psychology DEGREE: Thesis or Non-Thesis
(circle appropriate)

I hereby certify that all course work taken at the University of Rhode Island is included below and that grades are indicated for all courses completed

Student's Signature (full legal name) Date: Student's E-mail address

PROGRAM CREDIT COURSES CONSTITUTING THIS STUDENT'S MASTER'S PROGRAM

Course Dept/No	Title	Credits &Grades	Course Dept/No	Title	Credits &Grades
PSY532	Experimental Design	3/A-	PSY690	School Counseling	3/A
PSY615	Collaborative Re- search...	4/S	PSY665	Developmental Psy- chop...	3/A
PSY540	Learning Disability...	3/A	PSY550	Applied Behavior...	3/A
PSY660	Clinical Decision..	3/A	PSY670	Field Experience Int...	2/S
PSY681	Ethical, Historical...	3/A	PSY600	Multicultural Psych...	3/B
PSY670	Field Experience Prac.	8/S	PSY544	Reading Acquisition...	3/A
PSY661	Cognitive Assess...	3/A-	PSY603	Developmental Psych...	3/A-
PSY668	Consultation	3/A	PSY663	Child & Adol. Assess...	3/A
EDC502/503	Curriculum (502); or Contemp. Edu (503)	3/A	PSY647	Interventions	3/A
	Free Elective	1-3 Credits			

PROGRAM CREDIT TO BE TRANSFERRED FROM OTHER INSTITUTIONS Official transcript and certification that courses are graduate level courses acceptable for program credit at the other institution must be provided **before approval is final**

Course Dept/No	Title	Credits &Grades	Course Dept/No	Title	Credits &Grades

COURSES TO BE TAKEN AS NON-PROGRAM CREDIT

Course Dept/No	Title	Credits &Grades	Course Dept/No	Title	Credits &Grades

A. MAJOR PROFESSOR: _____ DATE: _____
 B. DEPT CHR/GRAD DIR: _____ DATE: _____
 C. DEAN, GRADUATE SCHOOL: _____ DATE: _____

9. Change of Program

A. Students who are currently enrolled in one of the other graduate programs in the department (clinical or experimental) may wish to change their specialty area and enter the school psychology program. In this case, students are asked to formally apply to the school psychology program area and proceed through the application review and interview process. Students may submit application information and supporting materials from their current records. This same process applies to students entered in the M.S. Program in School Psychology who wish to enter the PhD Program in School Psychology.

10. Policy on Transfer Credit

(URI-GSM 7.20)

The Graduate School and the specific policies in the *Graduate Student Manual* govern rules regarding the transfer of credit toward your program of study at URI. Under those rules, students entering our department from another closely related graduate program might

1. transfer 30 credits if they have a master's degree; or
2. transfer as many as one-fifth of the credits required to complete their master's or doctoral programs in this department.

Transfer credit is granted only when the major professor endorses the request and approved by the Dean of the Graduate School. Requests for credit equivalency for courses offered in our department are typically also endorsed in a memo from the faculty member who usually teaches the course. Transfer credit to meet core course requirements is limited to 6 credits (2 courses).

B. Transfer credit requests taken prior to admission are typically submitted as part of the program of study using the appropriate form from the Graduate School. Students who wish to take coursework at another institution while pursuing a graduate program at URI must file a separate Request for Transfer Credit (form obtainable at the Graduate School office) prior to enrollment at the other school.

11. Instructions on Filing for Rhode Island Residency

1. Contact the Graduate School for an application to change your residency status.
2. On the front of the application is a copy the R.I. Board of Governors Instate Policy. Please read this carefully and make yourself aware of the stipulations involved.
3. Complete the 3-page application.
4. Have the application notarized.

5. Along with the application, please include documentation to prove, not only that you have been a resident for a *minimum* of one year, but also that you are not here just for educational purposes. You need to prove that your "domicile" is in Rhode Island and that you plan to remain a permanent resident of Rhode Island. Below is a list of items that would help. Please provide copies of as many of the following items as possible. These items will remain in the Graduate School so please be sure you do not submit originals.
 - Deed or lease
 - Rhode Island driver's license
 - Marriage License if marrying a RI resident
 - Cancelled check on a RI bank (checking account)
 - United States Income Tax returns
 - Rhode Island Income Tax return
 - Voter Registration card
 - Letter from employer of applicable (letter should state when you began and what their intentions are for keeping you on.)
 - If you are a legal alien, you *must* provide a copy of your green card. You may not apply for residency until you have the green card in hand.

Once completed, submit your application and documentation to the Graduate School. After being reviewed by the Graduate School Dean, a decision will be sent to you by mail. If the decision is in your favor, the Registrar and Bursar will also be notified by the Graduate School.

12. Financial Aid and Assistantships

Applications for financial aid are included among the application materials. A limited number of tuition scholarships, fellowships (including minority fellowships), teaching assistantships, and grant-sponsored research assistantships typically are available in addition to loans.

Fellowships are competitive across all university departments. The fellowship awards are non-service and provide the maximum amount of tuition and stipend support allowing students to dedicate themselves entirely to the pursuit of their scholarly and research goals. Most fellowships are based on scholarly aptitude and accomplishments.

A special category of fellowships is available for students from underrepresented groups based on scholarship as well as potential contributions to issues of diversity and multiculturalism.

Tuition scholarships are based on financial need and only provide for tuition plus registration fees.

Students on fellowships and tuition scholarships may not accept outside employment or additional graduate assistantship work without prior permission from the Graduate School.

Graduate assistantships provide tuition plus registration fees and also a stipend. Stipend levels increase depending on three levels of graduate student progress (prior to masters degree, post-masters degree, post-comprehensive exam).

School Psychology students are fortunate to have opportunities across the entire campus for graduate assistantships (GAs). In recent years, our students have applied for and been successful in obtaining GAs with campus offices such as: Cancer Prevention Research Center, College of Nursing Research Projects, Family Resource Partnership, Financial Aid Office, Information and Instruction Technological Services, Multicultural Center, Office of Enrollment Services, Office of Housing and Residential Life, Office of Student Life, RI Department of Health Early Intervention, Student Disability Services, University College, and University Counseling Center. As faculty members apply for and are awarded research and training grants they also employ and/or support graduate students.

In addition to university fellowships, tuition scholarships, and graduate assistantships on campus, the College of Arts and Sciences annually allocates a number of Graduate Teaching Assistantships (TAs) to the Psychology Department. Psychology Department guidelines pertaining to the allocation and awarding of these teaching assistantships are outlined in Section 12.

Policies on Departmental Graduate Teaching Assistantships

The duties of a Graduate Assistant consist of assisting, under supervision, with instructional and/or research activity of a department. The student will be required to devote twenty hours a week to departmental work, not more than ten hours of which may be in classroom contact hours.

The status of the Graduate Teaching Assistant is clearly differentiated in the *Graduate Student Manual* from that of Graduate Research Assistant; the following guidelines refer to the former position only.

A. Allocation of Assistantships to Meet Departmental Needs

1. In the spring semester, the Departmental Affairs Committee (DAC) should review the needs of the department and the current distribution of assistantships and prepare a list of positions for the following year.
2. Graduate Assistantships should be understood as opportunities for graduate students to gain valuable job-relevant experience and to provide important services to the department. Assistantships will vary in the percentage of time that is devoted to:
 - a. teaching duties (as in tutorials or recitation sections);
 - b. direct student contact;
 - c. preparation/grading of exams;
 - d. other administrative duties; and/or
 - e. technical duties (e.g., care of animals or equipment).

Some assistantships will involve only one or two of these functions; others may involve more in varying proportions.

B. Description and Announcement of Available Assistantships

1. A list of assistantship positions for the forthcoming year should be posted, early in the spring, by the DAC. This list should be sent to all graduate students and to all incoming students.
2. Each assistantship position should be accompanied by a brief job description that specifies the probable percentage of time to be devoted to the functions previously specified. The supervising faculty member in consultation with the current graduate assistant shall write this description.
3. Each assistantship description should also note the special requirements, prerequisite courses, experience, or skills deemed appropriate for the job that will be utilized as criteria in the selection process.

C. Criteria for Assigning Students to Assistantships

1. Current graduate students must be in good standing and making satisfactory progress as indicated by the evaluation of the student's program committee and verified by the Dean of Graduate Studies.
2. Assistantships should be assigned to students who best meet the requirements for each specific job as described, in terms of prior experience, academic background, and/or career interests and goals.
3. Assistantships that involve a considerable amount of teaching (under supervision) in laboratories, tutorials, or recitations, should require: prior teaching experience or completion of PSY 695 prior to or concurrent with the assistantship. Attendance at the Instructional Development Program Fall Workshop Series is also required. Courses to which these requirements pertain include: PSY 103, 113, 300, 301, 532, 533, and all Instructional Assistantships.
4. If all other factors are equal, priority will be given to students already in the graduate program, in accord with the principles of seniority, except that some assistantships in each program may be allocated to incoming students depending on availability and departmental needs.
5. A student who has been in the program more than five years will have low priority unless this student has received little prior financial support from the department.
6. Assistantships should be rotated among qualified students.
7. Given two candidates of equal qualification and seniority, financial need may be utilized as a deciding factor in allocating an assistantship.

Implementation

The DAC will recommend to the Chair the allocation of assistantships to meet course and other departmental needs and the assignment of students to these positions, utilizing the criteria specified above.

An application form for department assistantships should be prepared in accord with the specified criteria, including student preference for specified positions.

3. Psychology 695 must be offered once each year, preferably in the Fall term to provide incoming students without prior teaching experiences an opportunity to compete favorably with continuing students.

Evaluation

Every graduate assistant should be formally evaluated, in writing, by the supervising faculty member who should take into account student feedback and other data.

Graduate assistants should formally evaluate, in writing, the quality of their experience as students. (Appropriate forms will be prepared by the DAC.)

13. Admissions

Qualities sought in all our students include high levels of intelligence, motivation, interpersonal effectiveness, and professional commitment; a match between student-faculty research interest; an appreciation for the scientific focus of the Program; and a sensitivity toward diversity in terms of age, disability, ethnicity, language, race, gender, national origin, and sexual orientation. Consistent with our goals and philosophy, in recent years we have attempted to recruit students to the PhD Program who primarily are interested in research, systems-level professional practice in school psychology, and university-level teaching. Students with similar qualifications, but who have a more decided interest in pursuing applied goals typically seek admission to our M.S. Program in School Psychology.

The annual application deadline is January 15th for possible enrollment the following fall semester. Admission decisions are made once a year in the spring semester only. A large number of inquiries and requests for applications are received each year. From the pool of completed applications, between 8 and 10 are accepted, usually 4 or 5 in the M.S. Program and 4 or 5 in the PhD Program.

Applying online (www.uri.edu/gsadmis/) is the preferred method of submitting applications. Paper applications, however, can be downloaded from uri.edu/gsadmis/gsform.html.

Psychology Graduate Admissions	Phone: (401) 874-2193 or 874-4225
Department of Psychology	FAX: (401) 874-2157
University of Rhode Island	E-mail: psyadmin@etal.uri.edu
10 Chafee Road, Suite 8	Web: http://www.uri.edu/artsci/psy/schpsy
Kingston, RI 02881-0808	

Criteria

Admissions criteria for both the M.S. and PhD Programs include (a) completed application materials; (b) GRE aptitude test scores are required: at least 1200 for the best two scores is preferred and the Psychology Subject test is optional for those applicants without an undergraduate major in psychology; (c) GPA: at least 3.00 is the minimum accepted; all transcripts are required; (d) Personal Statement: that provides a sample of writing, a conceptualization of the field of school psychology, and an indication of the student's clarity of purpose and direction for career development; and other information relevant to one's background and preparation; and (e) *three* letters of recommendation.

Selection Process

Selected applicants are invited for on-campus interviews. Interviews are typically held in mid-March. The purposes of the interview are to discuss student interests, experiences, and goals in greater detail; to answer questions about the program; and to determine if there is a good match between applicant needs and program offerings. These interviews provide opportunities for applicants to talk individually with faculty, to meet current graduate students, and to tour the department and campus facilities. Applicants who are invited to join the program are notified by April 1st and are requested to confirm their acceptance no later than April 15th. Other qualified applicants may be placed on a waiting list and subsequently may be notified if initial offers of admission are declined. We welcome all applicants, especially those with diverse ethnic, linguistic, and cultural backgrounds who would contribute to the mission of the program, department, and profession of school psychology.

14. Student Representation in Program and Departmental Governance

Graduate students play an active role in program and departmental governance activities. At the beginning of each academic year, student representatives are elected by their peers to attend and participate in regular faculty meetings. Their responsibilities are two-fold. First, they are expected to represent the perspectives of their fellow students and to bring student concerns and issues to the attention of the faculty. Second, representatives are expected to communicate faculty perspectives and all program and departmental decisions and deliberations back to the student body. In past years, a minimum of two student representatives (one PhD student and one M.S. student) has been elected to participate in the program meetings and do so except when discussions involve personnel and student issues of a confidential nature. One representative is elected annually to attend departmental faculty meetings. Other school psychology students have been elected to various other departmental committees such as the Multicultural Task Force and participate as a student member on the University's Graduate Faculty Council. Student representa-

tives have opportunities to function in leadership roles, collaborate with faculty on the development of student-centered policy and procedures, resolve conflicts, and help create a socially supportive learning environment.

15. Guidelines for Conflict Resolution

The following guidelines were developed by a group of graduate students and faculty members in the Psychology Department to provide advice on how to address conflicts that may arise between students and faculty. In student-faculty conflict, differences in power between the parties can complicate the process of conflict resolution. These guidelines cannot remove differences in power; however, adopting them can affirm that both faculty and students intend to approach conflict resolution in a civil and equitable way. The Guidelines may be useful for addressing old conflicts as well as new ones.

Options:

1. Resolution by the Parties Themselves

Because many conflicts can be resolved through improved communication, the parties are urged to talk with each other and to attempt to resolve the conflict by mutual understanding, by mutual consent, or by “agreeing to disagree” without further injury to either side. The parties are advised that confidentiality, which is an important foundation of personal dignity and professional standing, most easily can be preserved if conflicts can be resolved in this manner. This option will not work for everybody. Directly approaching the person with whom one has conflict may be emotion-laden and uncomfortable. The Guidelines provide additional options to consider.

2. Resolution Within the Psychology Department

A student or faculty member may decide to ask a third party within the Psychology Department to advise, to mediate, or to advocate for them. The third party might be a student or a faculty member. The role of the third party and the expectations of all parties should be clearly defined at the outset. For students, there are several kinds of faculty who might be considered as third parties. A student’s Advisor or Major Professor can provide guidance on some issues. A student’s Program Director can address conflicts within the program area (i.e., Clinical, Experimental, or School). The Department Chair can address all issues within the department. Involving the Chair is an option at any time, but will be especially important in cases of cross-area disputes or conflicts involving several people. Confidentiality remains very important, and should be respected by the third party as well as by the principal parties to the conflict.

3. Resolution Beyond the Psychology Department

C. Outside the Department, parties to a conflict may consult the Dean of the College of Arts and Sciences; the Vice-Provost for Graduate Studies, Research, and Outreach;

one of the Associate Deans of the Graduate School, or the University Ombud. Using these resources would come (a) after exhausting options within the Department or (b) in cases where the nature of the conflict makes resolution outside of the Department preferable. Confidentiality remains very important; however, the difficulty of maintaining confidentiality may increase as more people, and people further removed from the original conflict, become involved.

16. Electronic Resources at URI

All graduate students are provided access to computing facilities and services at the university. It is important to use and take full advantage of these resources. You will receive important information nearly every day via email, from the University, from faculty, and from fellow students. The URI library also has many resources and services that are available electronically. For example, you should learn to use web-based library databases for searching and locating journals abstracts and full text articles, as well as check on the availability of library books and media resources.

Websites:

- University of Rhode Island: www.uri.edu
- Psychology Department Website: <http://www.uri.edu/artsci/psy/>
- School Psychology: http://www.uri.edu/artsci/psy/school_welcome.shtml
- Graduate School: <http://www.uri.edu/gsadmis/index.html>

E-Campus

The link to your URI E-Campus account is located at the bottom of the URI home page. You will use E-Campus for course registration, campus finances, academic records, and more. If you need assistance with login or browser issues, please contact the ITS Help Desk at (401) 874-4357.

Email

Once you have created your e-Campus user ID, the next business day you are able to access an email account that is automatically setup with the same name as your user ID. Before you can start using this email account, you must "activate" it. To activate the account, go to www.uri.edu/its, select Communications in the left index, and click on Email. This page gives you step by step instructions for activating your account.

The link to your URI email system, my.uri.edu is located at the bottom of the URI home page. You may want to bookmark the page in your browser window(s). Your account will have about 7 GB of storage space. You may find it helpful use the Labels feature keep your emails organized. You may also find it helpful to take advantage of the features of this email system, including Google Documents and Google Calendar. Google Documents allows you to store Documents, Presentations, Spreadsheets, and Surveys in an online system. Google Calendar can be a useful resource for planning and time management.

Once you have your email account set up, you should sign on to one or more of the Psychology Department Listserves. Many students use these listserves to send and receive announcements

regarding department news, research opportunities, social events, and more. Each of the lists is open and you can self-subscribe by sending a message to Listserv@pete.uri.edu and typing subscribe <specific list name>. Leave the subject box empty. If you need assistance ask in the department office for instructions or confer with the head of each program for assistance in subscribing.

Psychology Department Listserver Addresses:

PSYLIST@pete.uri.edu	Department-wide List
SCHPSY@pete.uri.edu	School Psychology Graduate Program List
CLINPSY@pete.uri.edu	Clinical Psychology Graduate Program List
BEHPSY@pete.uri.edu	Behavioral Science Graduate Program List
UGPSY@pete.uri.edu	Undergraduate Psychology List

Sakai

Sakai is a set of software tools designed to help instructors, researchers, and students create websites for collaboration. Many instructors use Sakai to post assignments and receive submissions online, to facilitate class discussions, to post announcements, to compute and store grades, and more. The link to your URI Sakai system is located at the bottom of the URI home page. Your Sakai username and password will be the same that you use for your my.uri.edu email account. If you need assistance with login or browser issues, please contact the ITS Help Desk at (401) 874-4357.

17. Dr. Janet M. Kulberg Fellowship in School Psychology

This award was established in loving memory of the late Professor Janet M. Kulberg through the generosity of her family members, Stephanie Bossenberger James and Lucinda A. Neuman, in accordance with Professor Kulberg's intent. At the time of her death on August 11, 2004, Professor Kulberg was Associate Dean of the Graduate School and Director of the School Psychology Program at URI, where she served as a professor in the Psychology Department for 30 years. Dedicated to the graduate education of school psychologists, she was the beloved mentor to more than 30 Ph.D. graduates. Dr. Kulberg's legacy is her commitment to excellence in higher education, and her teaching and research in the field of School Psychology. She is remembered also for her leadership, her enthusiasm for travel, her wonderful sense of humor, her playfulness, her love of cats, and her gala holiday parties.

The Dr. Janet M. Kulberg Fellowship in School Psychology is awarded annually to a graduate student in School Psychology at the University of Rhode Island who aspires to become a scientist practitioner to serve the psychological and developmental needs of children and adolescents within the interrelated contexts of family, school, and community. In recognition of Professor Kulberg's lifelong commitment to preparing future psychologists to assume leadership roles and problem-solving functions in educational and social systems serving children, the fellowship is granted in keeping with her belief that the scholarly and research roles of school psychologists are inextricably linked to their clinical and applied roles. The award supports graduate students of promise to pursue research and practice in broadly defined areas relevant to professional school psychology.

Preference is given to doctoral students, but masters' candidates may also apply. Both in-state and out-of-state applicants are eligible, but it was Professor Kulberg's desire that preference be given to American citizens and New England residents. Applicants must be full-time graduate students and in good academic standing. The Director of School Psychology reviews applications and, in consultation with the Chair of Psychology, makes the award(s) based on need and merit. Depending on the funding available, multiple or single awards may be given each year. A student may be eligible for a fellowship for up to four years. Graduate student recipients are known as "The Kulberg Fellows."

The Kulberg Fellows

Kimberly Sherman, 2006 – 2007
Megan Frost 2007 – 2008
Grace Janusis 2008-2009
Elisabeth O'Bryon 2009-2010
Karen Sherman 2011-2012

18. Professional Credentials/Certification

Rhode Island State Certification as a School Psychologist

Rhode Island General Law 16-11-1 requires appropriate certification for all professionals employed in the public schools and private facilities for handicapped students. Certificates are issued through the State Department of Education, Office of Teacher Preparation, Certification, and Professional Development. The purpose of certification is to protect the public interest by insuring that individuals meet rigorous entry and renewal requirements. Most certificates are issued initially at a three-year provisional level. Individuals then move to a five-year professional level by meeting professional development and experience requirements. The Rhode Island Board of Regents eliminated life certification for any new certificate issued after April 30, 1997 with the intent of insuring that individuals engage in ongoing professional development. Graduates of both of URI's School Psychology Programs (i.e., M.S. and Ph.D.) are eligible for Rhode Island's Provisional Certification as a School Psychologist.

The Rhode Island School Psychologist certificate is valid for service as a School Psychologist in grades pre-kindergarten through 12. Requirements (effective January 1, 2005) are as follows:

Provisional Certificate—valid for three years

An advanced degree in an approved program in School Psychology

Twelve semester hours of education coursework in each of the following content areas: Foundations of Education, Introduction to Education of the Exceptional Child, Curriculum and Instruction, and Reading

Professional Certificate—valid for five years

This certificate is issued to those who secure employment in the Rhode Island schools. The provisional certificate must be submitted when applying for a professional certificate along with a letter from the employing authority that states that “regular employment has been secured in the certification area” of the provisional certificate. The school psychologist must develop a five-year “individual professional development plan” or I-PLAN and obtain approval of the plan when applying for the professional certificate.

For further information about becoming certified as a school psychologist in Rhode Island, please refer to the RI Department of Education online at www.ridoe.com

National School Psychology Certification System

Graduates of our M.S. and Ph.D. Programs in School Psychology are eligible to apply for status as a Nationally Certified School Psychologists (NCSP). NASP created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to nonmembers. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB).

The NSPCS was developed to create a nationally recognized standard (NASP Policy, 1988) for credentialing school psychologists. A wide range of credentialing requirements exists across states, creating a need to recognize school psychologists who meet national standards. By granting national certification, it is neither the intent of the NSPCB to certify school psychologists for employment nor to impose personnel requirements on agencies and organizations. Rather, the intent is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the individual school psychologist. It is further intended that national certification will encourage the continuing professional growth and development of NSPCBs and will foster cooperation among groups actively involved in the credentialing of school psychologists.

Specific goals of the NSPCB include the following:

- To promote uniform credentialing standards across states, agencies and training institutions
- To monitor the implementation of NASP credentialing standards at the national level
- To promote continuing professional development (CPD) for school psychologists
- To facilitate credentialing of school psychologists across states through the use of reciprocity
- To ensure a consistent level of training and experience in service providers who are nationally certified
- To promote the utilization of NASP *Standards for Training and Field Placement Programs in School Psychology* by training institutions
- To encourage individual members to seek national certification

More information about the National School Psychology Certification System is available on-line at the NASP website. Certification requirements include:

Coursework

Completion of a 60 graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.

Internship

Successful completion of a 1200 hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation.

Examination

Applicants must achieve a passing score (660) on the National School Psychology Examination administered by the Educational Testing Service. This is the same test that is required as part of the comprehensive examination for our M.S. and Ph.D. Programs in School Psychology (i.e., School Psychologist test, code 10400, administered through the Praxis Series of Educational Testing Service).

Appendix A
University of Rhode Island School Psychology M.S. Program
Graduate Student Progress Monitoring Activities and Tasks Tracking Checklist

Year 1: Fall Semester **Date:** _____

1. Initial advising meeting Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals and activities
- c. discuss courses/practicum/research as appropriate

Comments/notes:

2. PSY 670 Practicum Placement: _____

- a. practicum logs
- b. practicum evaluation for semester

3. PSY 681 Historical, Ethical...School Psychology Date Completed: _____

- a. Benchmark assignment.

5. Course Grades:

6. Mid-year advising meeting Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals and activities
- c. discuss courses/practicum/research as appropriate

Comments/notes:

Year 1: Spring Semester **Date:** _____

1. PSY 670 Practicum Placement: _____

- a. practicum logs
- b. practicum evaluation for semester

2. PSY 661 Cognitive Assessment Date Completed: _____

- a. Benchmark assignment.

3. Course Grades:

4. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.

5. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences.

- a. provide formative/summative evaluation
- b. review/preview competencies
- c. discuss professional goals
- d. discuss courses/practicum

Comments/notes:

Year 2: Fall Semester **Date:** _____

1. Initial advising meeting Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals and activities
- c. discuss courses/practicum/research as appropriate
- d. plan for case study/Praxis exam

Comments/notes:

2. PSY 670 Practicum Placement: _____

- a. practicum logs
- b. practicum evaluation for semester

3. PSY 663 Child Assessment Date Completed: _____

- a. Benchmark assignment.

4. Course Grades:

5. Mid-year advising meeting Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals and activities
- c. discuss courses/practicum/research as appropriate
- d. plan for internship

Comments/notes:

Year 2: Spring Semester **Date:** _____

1. PSY 670 Practicum Placement: _____

- a. practicum logs
- b. practicum evaluation for semester

2. PSY 668 School Psychology Consultation Date Completed: _____

- a. Benchmark assignment.

3. Course Grades:

4. Praxis exam; Date: _____ Score: _____

5. Case study review _____

6. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.

5. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences

- a. provide formative/summative evaluation
- b. review/preview competencies
- c. internship planning

Comments/notes:

Year 3: Fall Semester

Date: _____

1. Initial advising meeting

Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals
- c. discuss internship

2. Mid-year advising meeting

Date Completed: _____

- a. review/preview competencies
- b. discuss professional goals
- c. discuss internship

Year 3: Spring Semester

Date: _____

1. Internship update/review

2. Plan for completion/graduation

APPENDIX B
Annual Review Form

Program Expectations for Professional Behavior and Satisfactory Academic Progress

Name: _____ Date: _____ End of Year 1 2 3 4 Adv

1. Successful Completion of Expected Coursework

_____ Student has satisfactorily completed expected amount and quality of work, including attendance, promptness and work completion.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

2. Successful Completion of Research

_____ Student has satisfactorily completed expected amount and quality of research.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

3. Successful Teaching and Dissemination of Professional Knowledge and Information

_____ Student has satisfactorily demonstrated ability to teach and disseminate professional knowledge and information.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

4. Successful Completion of Field Experiences

_____ Student has satisfactorily completed expected amount of work/hours.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

5. Appropriate Use of Supervision and Professional Judgments

_____ Student has demonstrated appropriate professional judgment in provision of services and has used supervision appropriately as necessary.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

6. Sensitivity to and Skill with Diversity

_____ Student has demonstrated sensitivity to and skill with diversity in professional behavior, speech, and written expression.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

7. Respect for Privacy and Confidentiality

_____ Student has demonstrated respect for privacy and confidentiality.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

8. Working with Peers, Trainers and Other Professionals

_____ Student has demonstrated appropriate interpersonal skills when working with peers, trainers and other professionals.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

9. Professional Behavior and Disposition

_____ Student has demonstrated professional behavior and disposition (ie. making and keeping appointments, appropriate dress, completing appropriate forms in a timely manner, appropriate professional interaction skills, etc).

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

10. Ethical Behavior/Academic Conduct

_____ Student has demonstrated appropriate ethical and academic conduct.

_____ Potential area of concern that will be monitored for this student.

_____ Remediation required; see attached completed *Remediation Plan Form*.

_____ Not applicable at this time.

Comments:

CHECK ONE OF THE FOLLOWING:

_____ Student has progressed satisfactorily and needs no special remediation.

_____ Student has some potential areas of concern that will be monitored and a remediation plan will be developed if necessary.

_____ Student has areas of weakness and has agreed to the attached remediation plan.

APPENDIX C
Program remediation policies

URI School Psychology Program: Practicum Experiences

Remediation Plan -- Practicum

Should concerns arise regarding a practicum student's skills or performance, the university practicum supervisor, the on-site supervisor, the URI program director, and the student may develop a Remediation Plan (see below). For example, concerns may be related to, but not limited to, the following areas: 'Successful Completion of Field Experiences,' 'Appropriate Use of Supervision and Professional Judgments,' 'Sensitivity to and Skill with Diversity,' 'Respect for and Privacy and Confidentiality,' 'Working with Peers, Trainers and Other Professionals,' 'Professional Behavior and Disposition,' and 'Ethical Behavior.' This plan will include input from the student's major professor and may include input from other program faculty. The university practicum supervisor and the URI program director will have primary responsibility for designing, implementing, and monitoring the plan. If the plan includes increased on-campus supervised activity, coursework, or additional practicum hours, the student's major professor and the School Psychology Program faculty must approve the plan. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties.

URI School Psychology Program: Internship Experiences

Remediation Plan -- Internship

Should there be areas of weakness or concern in an intern's skills or performance, the university internship coordinator, the on-site supervisor, the URI program director, and the intern may develop a Remediation Plan (see below). For example, concerns may be related to, but not limited to, the following areas: 'Successful Completion of Field Experiences,' 'Appropriate Use of Supervision and Professional Judgments,' 'Sensitivity to and Skill with Diversity,' 'Respect for and Privacy and Confidentiality,' 'Working with Peers, Trainers and Other Professionals,' 'Professional Behavior and Disposition,' and 'Ethical Behavior.' The URI program director and the intern's advisor must be notified and may work in cooperation with the university internship coordinator and on-site supervisor to determine appropriate goals and actions to take. This plan may include more on-site supervised activity or hours. The university internship coordinator and on-site supervisors must approve any remediation activity that would require school fieldwork opportunities. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline that will specify when these objectives should be accomplished. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student's termination from the University of Rhode Island School Psychology Program.

URI School Psychology Program: Academic Progress

Remediation Plan -- Failure to Make Adequate Progress

Students determined by the School Psychology Program Faculty to be making inadequate progress toward completing their degrees or obtaining necessary professional competencies will receive a summative evaluation of Unsatisfactory Progress as a result of the Program Annual Review of Student Progress. Under these circumstances, a student is considered to be a “student who is not in good standing in the program”. In such instances, the annual evaluation letter will address the specific concerns noted, and specific competencies, accomplishments, or other indicators of progress that are necessary to become a “student in good standing”. Students who receive an unsatisfactory evaluation should meet with their major professor soon after receiving their evaluation letter to develop a plan for addressing the concerns.

In most instances, the plan for addressing the concerns leading to an unsatisfactory evaluation is accomplished through the construction of a Remediation Plan (see below). This agreement is developed in writing by the student and the major professor and is approved by the program director, and is designed to address the concerns of the School Psychology Program Faculty. Faculty concerns about knowledge competencies may be addressed through an agreement to take additional coursework in specific areas or to retake a class if a grade below B- was earned. Concerns about professional competencies, such as work completion habits or assessment skills, may be addressed by satisfying the requirements necessary in order to remove incomplete grades or completing additional assignments within a specified time frame. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan and responsibilities, and timelines. Failure to complete a Remediation Plan may result in receiving a non-passing grade in a course or termination from the School Psychology Program after a decision by the School Psychology Program faculty.

Remediation Plan Forms

Student Name: _____ Initial Date: _____

A) Identification of the problem area:

B) Objective(s) for improvement:

C) Plan for meeting objectives:

D) Planned formative review dates: _____

E) Planned completion date: _____

Student Signature: _____ Date: _____

Major Professor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Date of Mastery _____

Student Signature: _____ Date: _____

Major Professor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Remediation Review Form

Student Name: _____

Review #: _____ Date: _____

Progress:

Modifications, if necessary:

Student Signature: _____ Date: _____

Major Professor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Student Name: _____

Review #: _____ Date: _____

Progress:

Modifications, if necessary:

Student Signature: _____ Date: _____

Major Professor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Notification Process for Student Dismissal

In instances where the annual evaluation process coupled with appropriate remediation procedures do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and efforts to address concerns that have been noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures, including the Graduate Student Academic Appeals System as described in the URI Graduate School Handbook:

Graduate Student Academic Appeals System

A.10 Academic Standards and Integrity

A.11. Waiver of Requirements. Any member of the Graduate Faculty or any graduate student may petition the Graduate School concerning exceptions to the provisions of this manual. Petitions requesting exceptions to or appeals from the provisions of this manual shall be addressed to the Dean of the Graduate School. Such petitions should include the rationale for the request. It is important to note that only the Graduate Council, or in discretionary cases, only the Dean of the Graduate School may alter or grant exceptions to the provisions of this manual. In particular, the provisions regarding admission to graduate study, advanced standing, transfer credit, and approval and amendment of programs of study all explicitly require the approval of the Dean of the Graduate School. (See also A.21, A.22.)

A.12. *Grades*. Regulations concerning grades and grade point averages are presented in Section 10 of this manual.

A.12.1. Only grades of C(2.00) or better in courses numbered 500 and above and grades of B-(2.67) or better in courses numbered below 500 shall be credited toward degree requirements. If a candidate receives a grade of D, F, or U in a course, or grades of C+ (2.33) or lower in more than one course below the 500 level, or does not maintain a cumulative average of B (3.00) or better, her/his status as a graduate student will be reviewed by the Dean of the Graduate School in consultation with appropriate faculty member(s) in the Department. Such review may result in being placed on provisional status, being suspended or being dismissed. (See Section A.26.1 for appeals procedures.)

A.12.2. For continuation in graduate degree candidacy and for graduation an average of B (3.00) in all work taken is required except for courses specified as entrance deficiencies, approved for no plan credit prior to registration for the course, or automatically considered for no plan credit under the provisions of Section 9. It is the responsibility of the student's plan committee to determine a reasonable maximum of C and C+ grades in courses numbered 500 or above which may be considered acceptable in her/his total program. A student exceeding the specified number of these grades will have her/his status reviewed by the Dean of the Graduate School in consultation with appropriate faculty members in the Department. Such review may result in suspension or dismissal. (See Section A.26.1 for appeals procedures.)

A.12.3. Changes in Record. The University Manual indicates that "No grade shall be changed after it has been reported to and recorded by the Registrar except upon written request by the instructor to the Dean of the instructor's college and approval by the Dean." (See UM 8.56.10.)

A written explanation for the reason for the change in grade should accompany this request. Approval for a change in grade normally will not be granted solely for additional work submitted after the semester is completed.

A.12.4. Incomplete. According to the University Manual, a graduate student "shall receive a report of 'incomplete' instead of a grade in any course in which the coursework has been passing but has not been completed because of illness or another reason which to the opinion of the instructor justifies the report. An 'incomplete' not removed within one calendar year shall remain on his permanent record, except that the instructor with his department chairperson's knowledge may extend the time limit, or in the instructor's absence, the department chairperson may extend the time limit by which the incomplete work must be finished. (See UM 8.53.20, GSM 10.42.)

"The instructor shall accompany a report of 'incomplete' with a written explanation and file a copy of the explanation with his department chairperson. The student receiving 'incomplete' shall make satisfactory arrangements with the instructor, or, in her/his absence, with the instructor's chairperson to remove the deficiency and the new grade shall be immediately reported to the Registrar and the department chairperson." (See UM 8.53.21.)

A.12.5. Students admitted to Teacher Certification Programs (TCP) must earn grades of C or better in all courses numbered 100 or above. If a TCP student receives a grade below C (2.00) or grades of C+ (2.33) or lower in more than one course or does not maintain a cumulative average of B (3.00) or better, his/her status will be reviewed by the Dean of the Graduate School in consultation with appropriate faculty members in the Department. Such a review may result in the student being placed on provisional status or being dismissed. (See Section A.16.1 for appeals procedures.) The provisions of Section A.12.2 shall apply for continuation and completion of certification requirements in the TCP plan.

A.13. *Plagiarism*

A.13.1. The University Manual lists the expectations of the University concerning academic integrity as follows:

A.13.2. "Students are expected to be honest in all academic work. Cheating is the claiming of credit for work not done independently without giving credit for aid received, or any unauthorized communication during examinations." (See UM 8.27.10.)

A.13.3. "A student's name on any written exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student's own thought and study, stated in the student's own words and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of other sources of assistance. Occasionally, students may be authorized to work jointly, but such effort must be indicated as joint on the work

submitted. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors." (See UM 8.27.11.)

A.13.4. "In preparing papers or themes, a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper shall be listed in the bibliography. It is not necessary to give footnote references for specific facts which are common knowledge and have obtained general agreement. However, facts, observations and opinions which are new discoveries or are debatable shall be identified with correct footnote references even when restated in the student's own words. Material taken word for word from the written or oral statement of another person must be enclosed in quotation marks or otherwise clearly distinguished from the body of the text and the source cited. Paraphrasing or summarizing the contents of another's work usually is acceptable if the source is clearly identified but does not constitute independent work and may be rejected by the instructor." (See UM 8.27.12.)

A.13.5. "Notebooks, homework and reports of investigations or experiments shall meet the same standards as all other written work. If any work is done jointly or if any part of the experiment or analysis is made by someone other than the writer, acknowledgment of this fact shall be made in the report submitted. Obviously, it is dishonest to falsify or invent data." (See UM 8.27.13.)

A.13.6. "Written work presented as personal creation is assumed to involve no assistance other than incidental criticism from others. A student shall not knowingly employ story material, wording or dialogue taken from published work, motion pictures, radio, television, lectures or similar sources." (See UM 8.27.14.)

A.13.7. "In writing examinations, the student shall respond entirely on the basis of the student's own capacity without any assistance except that authorized by the instructor." (See UM 8.27.16.)

A.13.8. "Instructors shall have the responsibility of insuring that students prepare assignments with academic integrity. Instructors shall do all that is feasible to prevent plagiarism in term papers or other written work." (See UM 8.27.16.)

A.13.9. "Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final." (See UM 8.27.18.)

A.13.10. "If the violation warrants more severe censure, the instructor may recommend additional action to the instructor's dean. Upon this recommendation, the dean may authorize the instructor to fail the student in the course. The student or instructor may appeal the dean's decision to the Vice President for Academic Affairs whose decision on the appeal shall be final." (See UM 8.27.18.)

A.13.11. "Either the instructor or the instructor's dean or the student's dean may request judicial action (see 9.21.10) on an allegation vs. a student for cheating or plagiarism. Any of the judicial

sanctions listed in sections 9.25.10-17 may be imposed after a finding of guilty. If the request comes from an instructor, it shall be accompanied by a statement of position from the instructor's dean (see 9.20.10 and 9.21.10)." (See UM 8.27.19, GSM A.24.2.7-9.)

A.20 Boards and Officers

A.21. Graduate Council. (See UM, 5.16.10-43.)

A.21.1. It is the responsibility of the Graduate Council to determine requirements for admission of students to graduate work, their candidacy for degrees, and awarding of degrees; to approve, subject to action by the Faculty Senate, all plans of graduate instruction and all courses carrying graduate credit; to act upon all petitions from graduate students relating to their academic work and degree requirements; to establish academic standards for all graduate work; to recommend to the Graduate Faculty those who have completed degree requirements; and to make recommendations to the Faculty Senate on all matters relating to teaching and research on the graduate level. The Council is the policy setting body of the Graduate Faculty.

A.22. Dean of the Graduate School. (See UM, 3.30.11-14.)

A.22.1. It is the responsibility of the Dean to administer the policies and procedures of graduate study set down by the Graduate Council. The Dean is to administer and enforce the regulations pertaining to the conduct of graduate work and the granting of graduate degrees.

A.23. University Ombudsman. (See UM, 2.45.10-20.)

A.23.1. The primary function of the ombudsman is to maintain a known center for the handling of individual grievances and complaints and to publicize her/his availability. This availability provides the individual, whether student, faculty member, or administrative official, with the knowledge that there is one independent party always available to receive complaints, inquire into the matters involved, pass judgment, and make recommendations for suitable actions. This individual therefore, can make appeals personally to an impartial official with broad perspective who has ready access at all levels to those involved in the grievance.

A.23.2. Although the primary function of the ombudsman is to handle grievances brought directly to her/his office, s/he will not be expected to concern her/himself with the normal operations of established procedures, as outlined in the Graduate Student Manual, except where it appears, in her/his sole judgment, that they are not functioning in their intended manner.

A.23.3. The Ombudsman can be contacted through the Office of the Vice President for Academic Affairs. The student assistant Ombudsman is located in the Memorial Union.

In addition to School Psychology Program specific remediation policies, the URI Graduate School Handbook also contains pertinent policies regarding remediation and/or student dismissal. These are as follows:

4.90 Dismissal for Scholastic Reasons

A student failing to maintain good scholastic standing is subject to dismissal from a graduate plan (see 10.10 Scholastic Standing, and 10.20 Acceptable Averages). A student may be dismissed for failure to satisfy stipulations imposed upon admission to the plan. If a student has been admitted and matriculated in a graduate degree plan, is not on an approved Leave of Absence, and has not made progress in coursework or thesis/dissertation research applicable to that plan for 12 consecutive months, then the student is subject to dismissal. If a student has failed to satisfy plan requirements in timely fashion according to established policies or has exceeded the time limit set forth in Sections 7.42 and 7.51 for completing all degree requirements, then that student may be dismissed. A student who has been dismissed for scholastic reasons usually must wait at least one year before they are eligible to petition to re-enroll or re-apply to a URI graduate plan.

4.95. Dismissal for Other Reasons

A student in good scholastic standing is also subject to dismissal from a graduate plan and from the Graduate School for falsification of application materials. Satisfactory progress in a plan also involves maintaining the standards of academic and professional integrity expected in a particular discipline or plan; failure to maintain these standards may result in dismissal from the plan and the Graduate School. A graduate student may be dismissed for a serious infraction of University standards and policies, as outlined in the University of Rhode Island Student Handbook. This would include, but not be limited to, such infractions as intent to plagiarize, purposeful falsification of data or experimental results, knowingly presenting false data in journals, publications or at conferences, malicious destruction of laboratory equipment, or making false claims about credentials or progress. A student who has been dismissed for non-scholastic reasons is not eligible to re-enroll or to re-apply to the Graduate School.

SECTION 10. SCHOLASTIC STANDING

10.10 Acceptable Grades

10.11: Graduate work will be evaluated by letter grades, with only grades of B- (2.67) or better carrying graduate credit for courses at the 400 level. A graduate student who does not achieve this minimum grade must either retake the course and earn a B- (2.67) or better in it or take in its place a course approved by the major professor or plan committee. . In courses numbered 500 or above, grades of C (2.00) or better shall be credited toward the degree. Any such course in the program of study in which a candidate receives a grade lower than C (2.00) shall be retaken or replaced by a course approved by the major professor and the plan committee and by the Dean of the Graduate School.

10.12: If a student receives a grade of D, F, or U, that student's status will be reviewed immediately by the Dean of the Graduate School in consultation with appropriate faculty members in the department.

10.20 Acceptable Average

10.21. To qualify for continuation in degree candidate status and for graduation an average of B (3.00) in all work taken is required, except for courses specified as entrance deficiencies, approved for no plan credit prior to registration for the course, or automatically considered as taken for no plan credit under the provisions of Section 9 (300 level or below).

10.22. If a degree candidate does not maintain a B (3.00) average, the candidate's status will be reviewed immediately by the Dean of the Graduate School in consultation with the appropriate faculty members of the department. Such review may result in the student being placed on provisional status or dismissed. Students who are permitted to continue on provisional status must achieve a cumulative average of B (3.00) or better in graduate level coursework during the next semester (9 credits if part-time students). Students failing to achieve the necessary B (3.00) average will be subject to dismissal.

10.23. A course with a failing grade that has been retaken or replaced will be considered taken for no plan credit but must remain on the student's transcript and be included in calculating the quality point average. If the course is retaken and a satisfactory grade achieved, it may then be used to satisfy degree requirements. In all cases any failing grade (a grade of C- or lower for 500- 600 level, a grade of B- or lower for 400 level courses) must be included in the grade point average and appear on the transcript.

10.30 S, U, and I Grades

10.31. Certain courses do not lend themselves to precise grading (e.g., research, seminar). For these courses, only a satisfactory (S) or unsatisfactory (U) shall be given to all students enrolled. To qualify as an S/U course, the course must be approved by the Faculty Senate after recommendation by the Curricular Affairs Committee and/or the Graduate Council. S/U courses shall be so labeled in University catalogs and bulletins. An S/U course is not to be counted as a course taken under the Intellectual Opportunity Plan. (See U.M. 8. 10.14.) Grades of S or U are not included in calculating the quality point averages.

10.40 Grades of Incomplete

10.41. For graduate students a report of "incomplete" shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or for some other reason, which in the opinion of the instructor, justifies such a report. Instructors must accompany such reports with a written explanation to their department chairpersons and with copies sent to the student and to the Dean of the Graduate School. To remove the "incomplete" the student must make satisfactory arrangements with the instructor, or in the instructor's absence, with the instructor's department chairperson.

10.42. If an incomplete is not removed within one calendar year of receipt the student loses the right to make up the work and the "incomplete" remains on the permanent record. If circumstances warrant, the instructor may, with the knowledge of her/his department chairperson and

the Dean of the Graduate School, extend the time limit, or, if the instructor is absent, the department chairperson may extend the time limit in which the incomplete work must be made up.

Appendix D

2011 School Psychology M.S. Program Exit Survey

Please take a moment to complete this survey. Your responses will be anonymous.

PART I: BACKGROUND INFORMATION

1. When did you complete your school psychology program at URI?

2. I have obtained, or I am in the process of obtaining the following school psychology certifications: (Check all that apply)

- National Certification in School Psychology (NCSP)
- Rhode Island State Certification
- Other:

3. Where are you currently employed? If you are a recent graduate, where have you applied for employment?

PART II: QUALITY OF PROGRAM COMPONENTS

On a scale of 1 to 5, How would you rate each of the following components of your graduate program?(1 representing Poor, 3 representing Undecided, and 5 representing Excellent)

4. The overall quality of the core courses you have taken?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. The overall quality of the applied school psychology courses you have taken?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. The overall quality of your first year practica?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

7. The overall quality of your second year practica?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

8. The overall quality of your internship?

1 2 3 4 5

Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
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9. What aspects of the items rated above were you particularly pleased with?

10. What changes would you suggest?

PART III: EXPERIENCES WITH DIVERSITY

Using the scale below, select the best answer for each question.

11. How diverse were students in classes you took at URI?

1 2 3 4

Not Diverse at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Diverse
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12. How diverse were the faculty in your program?

1 2 3 4

Not Diverse at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Diverse
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13. During my practicum experiences I had opportunities to provide services to students who were: (Check all that apply)

- Culturally diverse
- Ethnically diverse
- English Language Learners
- Students who were identified with disabilities

14. During my internship I had opportunities to provide services to students who were: (Check all that apply)

- Culturally diverse
- Ethnically diverse
- English Language Learners
- Students who were identified with disabilities

15. To What extent did your courses cover multicultural topics at all, in any manner?

1 2 3 4

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot
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16. How satisfied were you with the coverage of multicultural and diversity issues in your coursework?

1 2 3 4 5

Not satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Satisfied
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17. How satisfied were you with your training in multicultural and diversity issues in school psychology?

1 2 3 4 5

Not satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Satisfied
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18. What aspects of the items rated above were you particularly pleased with?

19. What changes would you suggest?

PART IV: QUALITY OF TEACHING, SUPERVISION, AND RESOURCES

20. How effective as teachers were full-time faculty in your program?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

21. How effective as teachers were adjunct faculty in your program?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

22. Overall, how effective was your URI supervisor for your primary second year practicum (school-based practicum)?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

23. Overall, how effective was your URI supervisor in your internship?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

24. How effective were your school-based field supervisors?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

25. How effective was the advising you received during your program to enable you to grow and develop professionally?

	1	2	3	4	
Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective

26. How well prepared are you to use technology appropriately with your students?

	1	2	3	4	
Inadequately Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

27. Library, curricular, and electronic resources in my program were:

	1	2	3	4	
Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Outstanding

28. Classroom technology used for instructional purposes was:

	1	2	3	4	
Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Outstanding

29. Facilities (buildings, room space, furniture, etc.) at URI were:

	1	2	3	4	
Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Outstanding

30. The number of faculty available to deliver the program was:

	1	2	3	4	
Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Outstanding

PART V: QUALITY OF PREPARATION FOR CERTIFICATION, PROFESSIONAL WORK, AND PROFESSIONAL DEVELOPMENT

As a result of Program provided training:

31. How well prepared were you for the required national school psychology (PRAXIS) exam?

	1	2	3	4	
Inadequately Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

32. How well prepared were you for your internship?

	1	2	3	4	
Not at All Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

33. How well prepared were you to support the learning of all students in a diverse learning community?

	1	2	3	4	
Not at All Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

34. How well prepared were you to continue your own professional development?

	1	2	3	4	
Not at All Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

35. How well prepared were you to adapt your professional practice as needed in the future?

	1	2	3	4	
Not at All Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared

36. What aspects of the items rated above were you particularly pleased with?

	<input type="button" value="▲"/> <input type="button" value="□"/> <input type="button" value="▼"/>
<input type="button" value="◀"/>	<input type="button" value="▶"/>

37. What changes would you suggest?

	<input type="button" value="▲"/> <input type="button" value="□"/> <input type="button" value="▼"/>
<input type="button" value="◀"/>	<input type="button" value="▶"/>

PART VI: PROFESSIONAL PREPARATION BASED ON PROGRAM GOALS:

Please respond to how prepared you feel relative to the 10 URI School Psychology Program Goals. On a scale of 1 to 5, how well did the school psychology preparation program prepare you to meet each of the 10 overall goals?

38. Goal: The work of program graduates will be grounded in the foundations and principles of psychological and educational science.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

39. Goal: Program graduates will be skilled in research methods and applications.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

40. Goal: Program graduates will adhere to ethical, legal, and professional standards and guidelines.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

41. Goal: Program graduates will demonstrate appropriate professional disposition and interpersonal skills.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

42. Goal: Program graduates will demonstrate awareness and responsiveness to client and community diversity.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

43. Goal: Program graduates will demonstrate knowledge and skills in systems oriented service delivery.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

44. Goal: Program graduates will inform themselves and others through data-based decision making and problem solving.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

45. Goal: Program graduates will enhance the development of cognitive and academic skills of those they serve.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

46. Goal: Program graduates will enhance the development of wellness, social skills, mental health, & life competencies of those they serve.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

47a. Goal: Program graduates will enhance their research and practice with technology.

	1	2	3	4	5	
Poorly Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptionally Prepared

47b. In my professional work I use technology in the following ways: Check all that apply

- In managing student data
- In the assessment of students
- In communicating with teachers
- In communicating with parents
- In intervention design/implementation/evaluation
- In research and/or program evaluations