

University of Rhode Island
School Psychology

Graduate Program Handbook

Ph.D. 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 graduate degree in psychology and becoming a scientist-practitioner school psychologist.

The purpose of the *School Psychology Graduate Program Handbook* is to serve as a source of information and as a guidebook for students about how to progress successfully through the program. The handbook describes important policies and procedures in the School Psychology 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 unique 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 requirements immediately following are general requirements for all graduate students. Specific requirements for the Doctoral (Ph.D.) Program in School Psychology are also detailed in this Handbook.

2. URI's School Psychology Program

Overview

The University of Rhode Island's School Psychology Program has historically maintained a leadership position among graduate education and training programs both regionally and nationally. Housed in the environment of the URI 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 and several years later (1970) introduced a course of study leading to the doctoral degree. Our Doctor of Philosophy (Ph.D.) Program in School Psychology was among the first in the United States to be fully accredited by the American Psychological Association (APA) and successfully participated in the initial series of joint accreditations by APA and the National Association of School Psychologists (NASP), and continues to be accredited and approved by these agencies, respectively. In addition to the Ph.D. Program, we also offer a separate Master of Science (MS) Program in School Psychology (a 60-hour master's or specialist-level program) that is approved by NASP.

In the Fall of 2009, our Program hosted its most recent American Psychological Association Accreditation Site Visit. As a result of this visit and subsequent review of our Program by the APA Commission on Accreditation, our Program has "Full Accreditation" status through 2014.

Information about APA accreditation is available from the Commission on Accreditation; American Psychological Association; 750 First Street, NE; Washington, DC 20002-4242, (202) 336-5979; and information about NASP program 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 combination of Graduate School, Psychology Department, and School Psychology Program policies, along with each 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 Ph.D. Programs in School Psychology. For example, the M.S. Program is organized around entry-level professional preparation as a school psychologist. This three-year program provides the skills and knowledge necessary for a practicing psychologist in the schools and includes an internship. The Ph.D. Program expands on the M.S. curriculum, and doctoral students receive more extensive research preparation and applied practical experience, adding breadth and depth to the professional preparation experience. In addition, Ph.D. students complete significantly more research experiences, including a doctoral dissertation intended to contribute to the extant knowledge in the field of school psychology. The goal of the Ph.D. 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:

1. intellectual engagement and academic inquiry into the foundations, methods, and applications of school psychology and related fields.
2. 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.
3. development and dissemination of school psychology related information, knowledge, skills, policies, and practices for the benefit of children, families, teachers, schools, and society.
4. 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 Program recognizes 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 Department faculty, students, and staff 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; neuropsychological 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 3000 graduate and 1100 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 Program resides within an academically strong research-based Psychology Department. The Psychology Department at the University of Rhode Island is one of the largest departments within the College of Arts and Sciences, and comprises five interdependent programs: (a) B.A. Program in Psychology (Kingston), which coordinates with the B.A. Program in Psychology at the Feinstein College of Continuing Education (Providence); (b) Ph.D. Program in Clinical Psychology; (c) Ph.D. Program in Behavioral Science (formerly Experimental Psychology); (d) Ph.D. 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 (CPRC), which occupies a nearby building and provides research space for some 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, and psychodynamic 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 sampling 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

practica 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 Progreso 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, PhD., University of Missouri, Columbia, Behavioral Science – Alcohol use and misuse

4. School Psychology Doctoral Program Requirements

All requirements for the Ph.D. degree must be completed within seven years of the date when the student first enrolled. Requirements for the Ph.D. degree in school psychology consist of accomplishments in three interrelated components of the graduate education curriculum. These are didactic coursework, research, and field 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 curricular areas.

Coursework

For the Ph.D. Program a prerequisite course on psychometrics is required which is comparable to a course described in the *URI Catalog* (PSY 434: Introduction to Psychological Testing). This course can be taken upon entrance to either Program, but does 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 Ph.D. Program complete a minimum of 90 graduate credits. Students who enter the Program with a bachelor’s degree first earn a M.A. in Psychology before proceeding on to the doctorate. Students entering with a master's degree may include up to 30 credits of previous study in their doctoral programs of study. Course requirements in the doctoral program 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 for all doctoral students in the Psychology Department) and specific (i.e., requirements for all doctoral students in the School Psychology Program). Please refer to the *URI Catalog* for course descriptions.

	Methodology	Content	Applications
General	PSY 532 (3 credits) PSY 533 (3 credits) PSY 611 (3 credits)	6 core courses from PSY 600 – 609 (18 credits)*	PSY 599 (6 credits) or Research Competency PSY 699 (18 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/intervention (PSY/EDC 540), (c) organization/structure or curriculum of schools (e.g., EDC 502 or EDC 503), and (d) reading disability (PSY/EDC 544). At least one of these courses must include curriculum development.

*PSY 600, 601, 603, 604, 606, and 608 (Multicultural, Physiological, Developmental, Cognitive, Social, and Theories and Systems) are required for School Psychology students. Other core course should be chosen carefully to fulfill APA and state licensing requirements.

A sample program of study is included in Section 9 (Ph.D. Degree). 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 Ph.D. program places a high priority on student research. Doctoral students entering the program without previous graduate degrees or coursework in the area of research are required to complete a minimum of 39 credits of research and research-related courses. Those who enter the Ph.D. Program with a baccalaureate degree must complete a master's thesis, and those who enter with a non-thesis master's degree must complete a research competency. A formal dissertation, including proposal, written product, and defense is required of all Ph.D. students.

PSY615 Collaborative Research in Psychology, "SPRIG" (6 credits)

PSY532 Experimental Design (3 credits)

PSY533 Advanced Quantitative Methods (3 credits)

PSY611 Methods of Psychological Research (3 credits)

PSY599 Master's Thesis (6 credits), or Research Competency for those entering with a non-thesis Master's degree

PSY699 Dissertation (18 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 Programs is the School Psychology Research Interest Groups (SPRIG). For SPRIG activities, students register for PSY615: Collaborative Research in Psychology. The research interest groups are organized into three interrelated formats: Combined, Cohort, and Topical. All Ph.D. students are required to enroll in PSY 615 continuously through the end of the semester in which they propose their dissertation research.

The *Combined SPRIG* consists of biweekly meetings of all students and provides a combined interest forum for students and faculty to refine and present their research. It also provides practice presentation opportunities in advance of professional conference presentations. In addition, students who are preparing for the oral defense of their thesis or dissertation sometimes use SPRIG as a 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., all Ph.D. students working on M.A. thesis projects, all Ph.D. 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 program.

Topical SPRIGs are comprised of smaller groups of students who meet biweekly with a faculty member to discuss and plan research in specific areas. Students of all levels participate in these groups, providing a type 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 developmental neuropsychology, primary prevention, clinical judgment and decision making, reading disability, and social justice and multicultural issues.

Field Experience

The Doctoral Program in School Psychology requires both practicum and internship experiences. An on-site school psychologist supervises these experiences, conducted in a manner consistent with the current legal-ethical standards of the profession of school psychology, and supplemented by the Program's Coordinator of Field Placements, who is responsible for establishing and maintaining the various field placements, and maintaining contact with site supervisors.

Practicum

Practicum involves a developmental sequence of weekly, supervised experiences in schools, community agency sites, or the department's campus-based Psychological Consultation Center (e.g., child anxiety team). Credit for practicum experience is obtained via registration for PSY 670 in each semester. (Also, see separate Practicum and Internship Handbook). **A minimum of 900 hours of field-based practica distinct from and prior to internship is required in the Ph.D. 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 3 years of training. In addition, students often complete advanced practica, leading to the accumulation of additional hours beyond those 900 required hours. Students are not required to be involved in practica activities during school holidays and examination periods. Doctoral students are expected to seek advanced practicum and accrue additional hours (for example, in the areas of teaching and supervision) in preparation for internship. For example, students can enroll in PSY 695 (Teaching of Psychology)

and PSY 696 (Practicum in the Teaching of Psychology). Supervised practicum experiences include opportunities to learn and practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, college teaching, 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 through 3 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.

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. In addition, practicum experiences provide opportunities to explore applied research topics and questions for thesis and dissertation work. 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 based on prior education and professional experiences.

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 of 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.

Participate in assessments such as conducting IQ testing, interviewing students and parents, conducting classroom observations, and reviewing files,

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,

Facilitate or co-facilitate group and/or individual counseling,

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.

Practice consultation and indirect service with teachers and parents regarding academic and behavioral problems,

Practice how to integrate your assessment, intervention, and consultation skills while assuming more independent responsibilities under the guidance of your site supervisor,

Develop skills in creating integrated case reports, making case presentations, and facilitating team meetings, and functioning in leadership roles.

YEAR 3 Fall and Spring Semesters

In your final semesters of practicum, identify skill areas needing more practice and development. Also, this is a time for pursuing specialized interests or applied research topics in connection with your research and comprehensive exams. Advanced practicum experiences should be arranged with your interests in mind. They also should provide you with opportunities to practice supervision skills. These final practica experiences will help to integrate your knowledge of science and practice and develop previously untried skills that you may need to prepare you for your internship.

Serve as a team leader for a practicum team and gain supervision experiences

Look for opportunities to practice systems-oriented indirect services,

Become involved with school-wide needs assessment, program/policy development, and evaluation research,

Seek out new roles for practicing skills with which you are unfamiliar, in different contexts (e.g., medical and community settings), and with different populations (i.e., ages, problems, cultures),

Pursue specialty areas of interest to your future career goals and/or your research (i.e., consultation, crisis counseling, early intervention, program evaluation, etc.).

YEAR 4 Fall and Spring Semesters

Complete teaching and/or supervision training and advanced practicum experiences

Internship

In addition to coursework, research, and practicum experiences, all doctoral students must complete an approved predoctoral psychology internship prior to graduation. The School Psychology Program adheres to the Internship Guidelines of the Council of Directors of School Psychology Programs (Available online at:

<http://education.ucsb.edu/netshare/cdspp/pdf/CDSPP-Internship-Guide.pdf>).

Internship experiences are distinct from practica in that they come at the conclusion of the training program after all coursework, practica, and comprehensive examinations have been completed successfully. Students earn credit for internship and must be enrolled in a minimum of one credit of PSY 670 each semester of their internship. Doctoral students register for the section entitled: Pre-doctoral Internship in School Psychology. Some doctoral students, in consultation with their major professors, will apply for and seek acceptance at APPIC/APA-accredited internship training sites relevant to school psychology. Typically, the deadline for internship application through the APPIC process is in early November of each year, requiring well in advance planning.

Philosophy

The internship in school psychology should be guided by the scientist-practitioner model of graduate education of our program, and as such, should provide the opportunity for the integration of science and practice within the context of professional development. The internship should be a comprehensive learning experience in terms of offering opportunities to practice direct and indirect psychological services, in response to various problems experienced across a range of age and grade levels, delivered to diverse student populations within varying school and community contexts and settings.

Timing and Sequence

The internship is designed to be a culminating field work experience. Therefore, to be eligible for internship, students must complete required coursework according to a sequence as outlined in their program of studies and approved by their major professor and committee. Experience has shown that Ph.D. students whose research is either well underway, nearing completion, or fully completed and ready for defense, can devote full attention to internship without the added stress and pressure of attempting to simultaneously conduct their dissertation study while meeting the demands of a full-time internship. Therefore, to encourage timely completion of research, students are expected to gain formal approval of at least a dissertation research proposal before beginning internship. Collection and analysis of data is strongly encouraged prior to internship. Completion of most or all of the dissertation requirement before beginning one's internship is an optimal plan and allows interns to devote all the time and energy necessary for maximizing the internship training experience.

Professional Standards

The program requirements for the doctoral internship are in accordance with guidelines and standards set forth by the American Psychological Association, the Council of Directors of School Psychology Doctoral Programs, and the Association of Psychology Postdoctoral and Internship Centers. The internship should be designed to provide a planned sequence of supervised professional experiences consistent with the mission of the internship site, the intern's professional goals, and the goals of the URI School Psychology Program. When internships are arranged outside of approved and accredited sites, a similar plan of supervised experiences should be designed in a manner that is consistent with the CDSPP standards.

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 a one-year full-time internship in a

school setting or other appropriate setting relevant to the provision of psychological services to children and adolescents. Internships that are approved to be completed entirely in school settings may be completed within a 10-month academic year. 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 1500 clock hours of supervised experience. Students are advised that because some licensing and certification credentials in certain states may require additional clock hours beyond the minimum 1500 required by the program, they should plan their internship accordingly.

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. A licensed, doctoral level psychologist who holds the appropriate credentials for independent practice in the internship setting must supervise the pre-doctoral intern. The field supervisor must have oversight and responsibility for the nature and quality of the psychological services provided by the intern. The field supervisor provides two hours per week of face-to-face supervision to the intern. In addition to the field supervisor, a member of the URI Program faculty is designated as the coordinator of field experiences. The coordinator is responsible for coordinating internships and serves as a university-based supervisor. The university-based supervisor is responsible for maintaining communication with and receiving feedback from the field 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 internship eligibility, approval, application, selection, evaluation, and documentation.

Eligibility. In order to be eligible for internship, doctoral students should, at a minimum, complete all required coursework satisfactorily, pass the comprehensive examination, and obtain approval for their dissertation proposal. The comprehensive examination must be successfully completed and the dissertation proposal must be approved prior to internship. Eligibility for internship is approved by the major professor and verified by the coordinator of field experiences.

Planning the Internship. No later than the semester 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. For internships in Rhode Island, the coordinator facilitates placements by having available a current list of potential internship sites and by assisting in the preparation of applications and interviewing as needed. Every effort is made to match student interests and needs with internship sites and supervision. In addition, the coordinator of field experiences and the program director maintain and distribute to students copies of the CDSPP guide to internships in school psychology (published yearly).

Approval. Potential internship placements should be reviewed with the coordinator and approved by the student's major professor. Final approval of available internship sites rests with the coordinator of applied training, and the program director according to program standards and guidelines endorsed by the full program faculty.

Application. Doctoral students seeking APA-/APPIC-approved internship sites providing experiences relevant to school psychology should contact potential sites and request information and application materials. Most sites now participate in the APPIC computerized matching process and use a standard internship application form. This form can be obtained from the APPIC web site and copies downloaded. Students that are judged as acceptable for certain sites are invited for interviews. Final offers are made by means of a national computer matching process, typically conducted in February of each year. Final arrangements are formalized with an internship contract and training plan. Approval of the program director usually is requested and

confirmed by co-signing the contract.

Local (Non APA/APPIC) Internships. For students seeking alternative locally arranged internships in the tri-state region (CT, RI, MA), the coordinator either identifies potential sites from a list of previously approved locations or develops such sites. In these cases the coordinator typically initiates contact with site supervisors or administrators and enters into contractual discussions about possible internships. Formal applications and interviews may or may not be required depending on the preferred selection process of the internship site. Both site supervisors and school administrators may interview prospective interns before final placements are determined.

Final Selection and Placement. Final determination and placements are a joint decision of the program, the site supervisor, and the intern. Doctoral students participating in the APPIC national matching and selection process are notified directly of their selection. For locally arranged doctoral internships, the coordinator of field experiences informs the student of their final selection and placement.

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

Evaluation. Regular progress evaluations are conducted of interns in terms of meeting the goals and objectives as stated in the internship plan. The field supervisor at both mid-year and end-of-year completes these evaluations. Students 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.

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

1. Sequence and Timing

Suggested Sequence for Ph.D. Degree in School Psychology

Fall, Year I

PSY532: Experimental Design
PSY540: Learning Dis. Assess/Intervention
PSY660: Clinical Decision Making
PSY681: Ethical, Hist... Issues SPSY
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum

Fall, Year II

PSY544: Reading Acq. and Disability; or
PSY 550: Applied Behavior Analysis
PSY604: Cognitive Psychology; or
PSY603: Developmental
PSY611: Research Design; or Fall Year 3
PSY663: Assessment and Intervention
PSY599: Master's Thesis
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum

*Options: 1. No core course this semester; or, 2. No PSY611 this semester. In each case these requirements would need to be taken in subsequent semesters/years.

Fall, Year III

PSY544: Reading Acq. and Disability; or
PSY 550: Applied Behavior Analysis
PSY604: Cognitive Psychology; or
PSY603: Developmental
PSY611: Research Design; or Fall Year 2
PSY599: Master's Thesis
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum

Fall, Year IV

EDC502 or EDC503: Education Elective
PSY604: Cognitive Psychology; or
PSY603: Developmental
PSY699: Dissertation (proposal)
Optional/Elective Experiences:
PSY695: Teaching of Psychology
PSY670: Practicum (advanced)

Fall, Year V

PSY670: Internship
PSY699: Dissertation (defense)

Spring, Year I

PSY533: Advanced Quantitative Methods
PSY600: Multicultural
PSY661: Cognitive Assessment
PSY665: Developmental Psychopathology
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum

Spring, Year II

PSY 647: Child Therapy (Interventions); or
PSY690: School Counseling
PSY606: Social Psychology; or
PSY601: Physiological Psychology; or
PSY608: Theories and Systems
PSY668: School Psychological Consultation
PSY599: Master's Thesis
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum

Spring, Year III

PSY 647: Child Therapy (Interventions); or
PSY690: School Counseling
PSY606: Social Psychology; or
PSY601: Physiological Psychology; or
PSY608: Theories and Systems
PSY699: Dissertation
PSY615: Collaborative Research (SPRIG)
PSY670: Practicum
Elective Course

Spring, Year IV

PSY699: Dissertation (data and analysis)
PSY606: Social Psychology; or
PSY601: Physiological Psychology; or
PSY608: Theories and Systems
Optional/Elective Experiences:
PSY670: Practicum (advanced)
PSY696: Practicum: Teaching

Spring, Year V

PSY670: Internship

Note: This sequence is intended to serve only as a general guide. The actual sequence will vary depending on advising, student goals, 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.

**Suggested Timetables for Ph.D. Students in School Psychology
Entering with Bachelor's Degree:**

Appoint faculty advisor	Prior to admission
Submit M.A. program of studies	End of 1 st semester
Select major professor and tentative program committee	End of 2 nd semester
Complete 4 courses with a Grade of B or better from the following: PSY 600-609, 532, 533, 611 (this constitutes the Qualifying Exam)	Within first 30 credits
Select M.A thesis project; prepare proposal; present and obtain approval of proposal; submit proposal to IRB then to Graduate School	End of 3 rd semester
Complete Master's Thesis	4 th semester
Nominate outside member of examining committee for oral defense of thesis. Oral defense of M.S. thesis; Receive Master's degree	End of 5 th semester
Finalize program committee including outside member (this is the dissertation committee)	End of 5 th semester
Complete program of study	End of 6 th semester
Study for and complete written and oral Ph.D. comprehensive exams (can be taken when program of studies is near completion)	6 th – 7 th semester
Select dissertation topic; prepare proposal, present and get approval of proposal	7 th – 8 th semester
Submit approved dissertation proposal to IRB then to Graduate School	7 th - 8 th semester
Apply for internship and collect dissertation data	8 th – 9 th semester
Internship	9 th – 10 th semester
Analyze data and complete dissertation	9 th – 10 th semester
Select oral defense examining committee and complete oral defense of dissertation	9 th – 10 th semester
Receive Ph.D. after successful completion of internship.	

Entering with Master's Degree:

Appoint faculty advisor	Prior to admission
Submit tentative Ph.D. program of studies	End of 1 st semester
Select major professor and tentative program committee (or concurrent with previous step)	End of 2 nd semester
Have previously earned M.S. thesis validated by major professor or arrange to complete research competency	End of 2 nd semester
Finalize program committee including outside member (this is the dissertation committee)	End of 2 nd semester
If research competency must be done, complete project and present for approval	End of 4 th semester
Complete program of studies (except for dissertation and internship)	End of 5 th semester
Study for and complete written and oral Ph.D. comprehensive exams (can be taken when program of studies is near completion)	5 th – 6 th semester
Finalize dissertation topic; prepare proposal, present and get approval of proposal (this may be done earlier)	5 th – 6 th semester
Submit approved dissertation proposal to IRB then to Graduate School	5 th - 6 th semester
Apply for internship and collect dissertation data	5 th – 6 th semester
Internship	7 th – 8 th semester
Analyze data and complete dissertation	7 th – 8 th semester
Select oral defense examining committee and complete oral defense of dissertation	7 th – 8 th semester
Receive Ph.D. after successful completion of internship	

Note: Graduate assistantships, employment, and other personal circumstances may extend the period of time it takes to complete the graduate program.

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). Doctoral students also must demonstrate their competency and mastery of the curriculum through a qualifying examination equivalent and a comprehensive examination. Grades of B or better in 4 core or research methodology courses serve as the equivalent of a qualifying exam. The comprehensive examination process includes both written and oral components, and covers areas of foundational psychological science, research, and professional practice. All Ph.D. students who enter with a baccalaureate degree must complete a master's thesis, which is evaluated through a formal defense with unanimous approval of a thesis committee. For students who enter the Ph.D. Program with a non-thesis master's degree, a research competency is required. Quality requirements for the research competency are similar to those for a thesis. A formal dissertation, including proposal, written product, and defense is required of all Ph.D. students; it is evaluated by the dissertation committee and requires unanimous approval. 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. Research skills are reviewed and evaluated by the student's major professor and program committee through the proposal and defense process. These annual student evaluations provide feedback to students in three areas of academic standing: field work, research, and professional development. Interns participate in the evaluation and review process at their respective sites through formal evaluations by their supervisors.

Qualifying Examination

The Graduate School requires a qualifying examination for all doctoral candidates. In our department, this examination typically is waived for students who enter with an approved master's degree. For doctoral students who enter without a master's degree, the qualifying examination requirement is met through an equivalence, accomplished by completing four courses from among 532, 533, 611 and those numbered 600—609 with a grade of B or better. These four courses are usually completed within the first 30 credits, and should therefore be included in the M.A. Program of Study.

Completion of the Qualifying Examination requirement must be reported to the Graduate School on an appropriate form. This responsibility rests with your major professor but you can assist by reminding him or her when the requirement has been fulfilled.

Research Competency

Students who enter the Ph.D. Program with a non-thesis master's degree are required to complete a research competency prior to taking comprehensive examinations. The intent of the research competency is to give students experience in original research design and execution; a publishable manuscript is desirable but not necessary. Guidelines for the research competency are as follows:

A completed project may be one of two types: An empirical investigation or a new theoretical interpretation and organization of the literature in a particular topic area (such as one reads in *Psychological Bulletin*). The empirical investigation should include the following components:

Thorough literature review that accurately and succinctly summarizes the major theoretical and empirical issues relevant to the project and which delineates further research directions;

Formulation of relevant hypotheses or research questions that can be tested;

Development of a design that will utilize appropriate methods to adequately evaluate the hypothesis or questions;

Implementation of the design by collection of appropriate data;

Analysis of the data and interpretation of the results;

Discussion of results, which may include theoretical, methodological, and practical implications, applications, and limitations.

The report of this project must be written in APA style. Three copies are required: For department files, supervisor, and student.

The manuscript must be approved by the project supervisor and the departmental members of the student's Program Committee. The proposal and the completed project must be presented at some general departmental forum (e.g., SPRIG), and must be announced beforehand.

Comprehensive Examinations

Overview of Comprehensive Exams

The comprehensive examinations, which are administered at or near the completion of the program, synthesize the separate elements in the student's program of studies and cover issues in methodology, content areas, and applications. Successful completion of these examinations signals that the student has attained the mastery and expertise expected of a doctoral-level professional, with the capacity to become a productive

member of the broader community of psychological professionals upon completion of the dissertation. (Department policy, March 3, 1997).

Details of the complete policy and guidelines for Psychology students and faculty are included here. Some of the regulations emanate from the Graduate School and pertain to all University doctoral programs; some emanate from the Psychology Department and apply to all doctoral students in Psychology; and some are specific to particular Programs within the Department (Behavioral Science, Clinical, and School). The Program-specific guidelines for School Ph.D. students appear at the end of this section.

Timing of Comprehensive Exams

"Each doctoral candidate shall take comprehensive examinations at or near, but not later than twelve months after, completion of the formal courses stipulated in the program of study" (URI-GSM-7.57.1). The master's thesis or research competency must be successfully defended prior to taking comprehensive examinations. They may be taken either before or after the Dissertation proposal is presented. In our Department, comprehensives are given every semester, with the written portion scheduled for a two-week period within a designated portion of the semester, beginning on the first day of classes and ending at a specified date near the middle of the semester. Specific dates vary from year to year. Graduate School and Program Committee approval is necessary to schedule comprehensive exams (see "Scheduling the Examinations" for details).

Purpose of Comprehensive Exams

These examinations are "designed to assess a student's intellectual capacity and the adequacy of training for scholarly research" (URI-GSM-7.57.1). According to our department's approved policy, we interpret this to mean that students:

- will demonstrate integrated knowledge of the core areas identified by the student's committee to be central to their interests and of additional topics presented in courses taken by the student;
- will demonstrate a capacity for critical reasoning about psychological theory, content, and methods; and
- will demonstrate competence in understanding and interpreting information, concepts, and methods related to those areas of specialized knowledge they have identified for their personal research.

These examinations give you the opportunity to display your strengths, especially your ability to integrate information from a variety of courses and relate information to your own special interests. They also allow you to discover gaps in your areas of knowledge and to develop procedures, with your Doctoral Committee, to remedy these

deficiencies. The majority of our students pass and are expected to do so, having already met stringent entrance requirements, completed a research requirement, and passed all of the courses of their Programs of Study.

Preparation for Comprehensive Exams

There are no University or Department policies regarding preparation for these exams. A good way to begin is by reviewing your program of studies and preparing a short description of your academic and career-related background, specifying the kinds of research methodologies that are most relevant to the pursuit of your present and future work.

This description of your academic background should be discussed with each member of your doctoral committee, either individually or in a joint meeting. Your committee will use your description of interests as a guide in specifying the areas to be covered in your exam and in the preparation of your exam questions. You may also be asked to designate particular topical domains for questions, and to assist in identifying appropriate faculty to write questions in those domains. You should consult frequently during the preparation period with members of your doctoral committee, especially your Major Professor. Some faculty make themselves available to students for review sessions. Your committee may also suggest additional books and articles for you to read and study in preparation for your exams.

Structure of the Written Exam

The Comprehensives consist of two parts, the first of which is written. The Graduate School specifies that this examination be "of at least eight hours duration" (URI-GSM-7.57.2). In the Psychology Department the written comprehensive exam consists of four questions, and may make use of two possible examination formats. These formats may vary for individual questions or the entire written examination may follow a single format as determined by the major professor and examination committee.

The *traditional* format calls for questions to be answered in four-hour sessions, in an on-campus location, without the aid of materials beyond a bibliography (if allowed by the committee). If all four questions are answered in this format the examination would be 16 hours long, broken into 4 four-hour sessions on four separate days (which need not be contiguous but must be within the two week period selected by the student with her/his committee, within the larger time block designated by the Department Chair).

The *take-home* format permits the use of source materials and allows the student to prepare answers in a variety of locations including home, the library, or another appropriate location as determined by the examination committee. Unless further time specifications within the selected two-week period are imposed by the committee (e.g., two days to complete each question), there is no predetermined time limit on individual exam questions taken in this format, with the exception that all 4 questions must be completed within a single contiguous two-week period. The take-home option will follow existing departmental comprehensive exam guidelines in all other ways.

Questions for the written exam are usually contributed by committee members and others approached by the student in consultation with the major professor and committee. Questions are also formally solicited from the entire departmental faculty. The request for questions for a student's written comprehensives shall be submitted to the entire department faculty at least one month before the examination is scheduled. This announcement/solicitation is made by the major professor. Particular faculty members, whether on or off your committee, may be invited by you and your major professor to submit questions.

Whether your entire committee or your major professor will select the final questions for your exam should be decided in advance by the committee. Typically, the questions are those that are written by faculty in response to a direct request by the student in consultation with the major professor and committee, although the committee has the authority to edit, re-write, and/or combine questions in order to produce what it believes is a fair and comprehensive test. At the time questions are solicited and selected the choice of format (traditional or take-home) should be established, so that it is clear to the student, all members of the committee, and all question writers and reviewers, which format will be used for each question.

There is considerable flexibility in the structure of the written comprehensives. Only one question's general content area is specified for all students in the Psychology Department: every student must answer at least one question in the broad area of research methodology. Other questions should tap both the content and application dimensions of the student's program of studies. The School Psychology Program, however, further specifies question content (see at the end of this section for additional advice on structure).

Any subject matter within the field of psychology may be covered, at the discretion of your committee. It is important that you work with your committee well in advance of your examinations to reach an understanding about the structure of your own particular exam, including the general topics that will be covered, and the order in which you will receive your questions. Students may have knowledge of the order of questions (by general topic) but may not have access to any question in advance. Sample comprehensive examination questions should be filed with the Graduate Affairs committee and made available to students for review.

Evaluation of the Written Exam

Your committee should decide, in advance, and discuss with you the system that will be used in evaluating your answers (e.g., a several part scale of merit or a simple pass-fail). Whatever feedback you receive, the Graduate School requires a final judgment by your committee of "pass" or "fail" for the entire written portion of the examination.

The doctoral committee will review and score your exam. "Unanimous approval by all members...is required for passing" (URI-GSM-7.57.2). If needed, one re-examination in the part or parts failed may be recommended by the committee and taken after an interval of 10 weeks. The major professor must properly report results of the exam to the Graduate School.

Answers to each question will be read by at least two faculty members, one of whom should be the submitter of the question and the other a member of the student's program committee. If the submitter of the question is a member of the committee, a second reader should be agreed upon. When the two readers for a particular question disagree as to the merit of the answer, it is common practice for the major professor to seek the opinion of a third reader (who may or may not be a member of the committee) with competence in the domain of the question.

Within two weeks after completion of the written comprehensives, the Major Professor or the program committee shall prepare an evaluation of the performance on each question in the examination, specifying strengths and weaknesses, and discuss the evaluation with the student. Responsibility for these question-by-question reviews is ordinarily delegated to the readers for the question. A student's responses to written comprehensive questions should be filed in the student's departmental file and the major professor will retain the student's file.

Oral Exam

The second portion of the comprehensive examination process is the oral portion, and it is normally taken within four weeks after the written portion (URI-GSM 7.57.1.2). It is two hours long and is conducted by your doctoral committee with two additional members chosen by the Graduate School, one from within the department and one from outside. At the discretion of the chair of the committee (the major professor) members of the department faculty can be invited to attend. Only faculty members can attend.

Many of the questions you will be asked during the oral will be generated by your answers to previous questions. Two themes are typical, however. You may be asked to elaborate upon answers you gave on your written exams. One way to prepare for orals, therefore, is to discuss with each Committee member their reactions to your written exam. The other typical question is one that is broadly integrative, often asking for your learned opinion about some major issue in psychology. There is clearly no easy way to prepare for these questions other than thoughtful engagement with the issues in the field as you go through your program.

Like the written portion, oral exams can vary widely. In a typical exam you will begin by briefly describing your background and interests. Then, your major professor (who acts as chair) and each of the other committee members, in turn, may ask questions. Finally, visitors are invited to ask questions, if time permits. After all questions have been asked, you will leave the meeting while your committee deliberates.

The decision regarding pass-fail rests exclusively with the committee members, and a unanimous decision is required for passing. A student who fails may be permitted one re-examination after an interval of ten weeks. Committee discussion may be brief or go on for about 45 minutes, regardless of whether the committee feels the student passed or failed the exam. Much of the discussion usually centers on an assessment of the student's strengths and weaknesses, with a view toward making suggestions about future directions and experiences. A committee member is sometimes appointed to help the student in a particular area.

Scheduling Comprehensive Exams

Requests for scheduling the written examination must be submitted to the Graduate School Office at least 10 business days prior to the date(s) requested (the form is provided by the Graduate School). This request must include names of two faculty suggested for the oral examining committee (with their expressed willingness to serve), one from within and one from outside the Department, both members of the Graduate Faculty. Oral and written examinations, including qualifying and comprehensive examinations and defense of theses, will be scheduled only at the convenience of the faculty members involved, guided by the availability of the candidate's program committee and additional qualified examiners. Such

examinations will not be scheduled during periods when the University is in recess, including the summer period, which begins the Monday following spring graduation and ends the Monday before Labor Day.

The major professor is responsible for arranging committee meetings and the time and place for examinations, in consultation with the student (who often does most of the necessary legwork). In our department it is imperative that you plan ahead and make arrangements for scheduling of your examinations well in advance because many other students will also be planning to take comprehensives, presenting proposals, etc. Your careful attention is therefore advised in order to ensure a smooth process and prevent scheduling conflicts. It is strongly suggested that a date and time for the oral exam also be discussed at the time that the written examination is formally scheduled. A good strategy to avoid scheduling problems later is to agree in advance with your program committee on a potential oral exam date and time, and then to secure potential oral examination committee members who can agree to have this time available.

For questions using the traditional format, students will write their examinations in a pre-arranged room on the Kingston or Providence campus; the major professor assists the student in locating such a room. It is expected that students will not bring any prepared materials, whether hard copies or electronic, without explicit permission from their committee. Reading lists (bibliographies) are sometimes permitted. It is standard for computers to be used, but committees ordinarily do not permit students to have their own documents already on the computer hard drive. For questions using the take-home format, students may write in any location approved by the examination committee (e.g., home, library) and are allowed to make use of source materials while preparing their answer.

As soon as it is determined that the written exams have been passed, a date, time, and location for the oral examination must be formally decided upon if this has not already been done. The date should be within four weeks of the written exam (URI-GSM 7.57.1.2), and the entire department faculty should be notified at least one week in advance. All the committee members (including the two nominees for the two new orals committee positions) must be available. There is a form for reporting the results of the written and scheduling the oral exam. This form must be submitted at least 10 working days prior to the requested date for the oral exam. Ideally, the time should not overlap with that of another student's oral, defense, proposal, or colloquium if possible; however, the realities of scheduling often take precedent over this guideline. A room must be available and reserved by the student or major professor.

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. Accommodations through Disability Services are also available.

Comprehensive Exam Policies Specific to School Psychology

Both parts of the Ph.D. comprehensive examination (i.e., written and oral) must be completed successfully prior to beginning the internship.

Neither written nor oral comps will be administered during the summer sessions.

For the written portion of comps, the doctoral committee and the student will divide the written exams into four major categories: contemporary school psychology practices and ethics; theory and research in two foundational core-course content areas; and research methods and statistical/data analyses.

In addition to the written and oral comprehensive examinations, prior to internship, all students in the School Psychology Ph.D. Program also must pass the School Psychologist Examination (Test #10400), a standardized, multiple-choice test that is owned and administered by the Educational Testing Service (ETS) as part of the Praxis tests 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: the ETS/Praxis website. 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.

Essentially, this test is designed for individuals who have completed graduate programs 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.

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 by Program Committee

Your program committee will review your progress annually. To facilitate this process, the following steps should be followed:

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.

Major professors will solicit information from the student, and in the doctoral program other members of the student's program committee, and the relevant area committee.

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 the areas of academics, practice, professional work characteristics, research, and overall progress. Feedback and recommendations will be provided.

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.

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. Doctoral Program Committee

As a URI doctoral student, you are required to have a Program Committee. Program committees in the Psychology Department consist of a minimum of three full-time faculty, distributed as follows: one Psychology Department faculty member from your Program Area, one Psychology Department member from a different Program Area, and one URI faculty member from a department other than Psychology.

In the case where the major professor is outside of the School Psychology Program Area, a full-time departmental faculty member within the School Psychology Program Area should serve as your professional development and training advisor.

9. 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' program 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, doctoral students must 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. Tentative plans are later finalized with full committee approval for doctoral students. Doctoral students entering without a previous graduate degree should develop a program of study for the Master of Arts degree first. 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. Sample programs of study leading to the M.A. degree and Ph.D. degree in Psychology for the School Psychology Program appear in the following Sections (10.1. and 10.2)

Sample Program of Study for M.A 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 (30 Credits Required) 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-	PSY533	Advanced Quantitative...	3/A-
PSY661	Cognitive Assess...	3/A-	PSY665	Developmental Psychop...	3/A
PSY540	Learning Disability...	3/A	PSY615	Collaborative Research...	1/S
PSY660	Clinical Decision..	3/A	PSY670	Field Experience...	2/S
PSY681	Ethical, Historical...	3/A	PSY599	Master's Thesis...	6/S

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: _____

Sample Program of Study for Ph.D. Degree

DOCTORAL DEGREE PROGRAM OF STUDY

STUDENT'S NAME: Your name 9-DIGIT URI ID#(not SSN): 100275488X
 DEPT/PROGRAM: School Psychology DEGREE: Thesis or Non-Thesis

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
PSY544	Reading Acquisition...	3/A-	PSY690	School Counseling	3/A-
PSY550	Behavioral Analysis...	3/A	PSY647	Child Therapy	3/A
PSY601	Physiological Psych...	3/B	PSY615	Collaborative Research...	2/S
PSY604	Cognitive Psychology	3/A-	PSY608	Theories and Systems	3/B+
PSY663	Assessment and Interven..	3/A	PSY606	Social Psychology	3/A-
PSY670	Field Exp. Practicum	10/S	EDC502 or EDC503	Curriculum (502); or Edu. in Contemp. Society (503)	3/A
PSY603	Developmental Psych...	3/B	PSY699	Dissertation	18/S
PSY600	Multicultural	3/A	PSY611	Research Design	3/A
PSY668	Consultation	3/A	PSY670	Field Exp. Internship	2/S

Master's Degree: From: University of Rhode Island **Date Awarded:** May 15, 2009

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: _____
 2nd MEMBER: _____ DATE: _____
 3rd MEMBER: _____ DATE: _____
 4th MEMBER: _____ DATE: _____
 5th MEMBER: _____ DATE: _____
 B. DEPT CHR/GRAD DIR: _____ DATE: _____
 C. DEAN, GRADUATE SCHOOL: _____ DATE: _____

10. Institutional Review Board (IRB) Approval for Theses and Dissertations

All research involving human subjects, including the use of questionnaires to collect data, must be approved by the University's Institutional Review Board (IRB) as meeting University and Federal guidelines. In such cases, the box provided on the Thesis/Dissertation Proposal Approval Sheet should be checked. An IRB Policies, Procedure and Forms packet is available online, at: <http://www.uri.edu/research/tro/about/IRB/index.html>.

The principal investigator and/or department chairperson shall make a preliminary determination of how the research involved will be reviewed (Exempt, Expedited, or Full Board Review). After all committee and departmental signatures have been obtained, one copy of the complete thesis or dissertation proposal with the signed approval sheet attached should be submitted to the Director of Compliance at the Research Office along with the appropriate number of copies of the proposal abstract (see IRB packet for details). The proposal abstract should contain the following information:

Completed IRB Proposal Abstract Cover Sheet from IRB packet;
Summary of Research Project including:
subjects to be involved (describe fully, including how they will be recruited);
nature of the subjects' participation; and
statement concerning the diversity of the subjects or a reason for exemptions (see IRB packet for details);
Signed Assurance Form from IRB packet;
Informed Consent (include all elements contained in sample Informed Consent Form in IRB packet); and
Copies of any research tool to be utilized.

The IRB meets on the third Thursday of each month. Materials must be submitted to the Director of Compliance at the Research Office two weeks in advance of the desired review date. Following the IRB review the student will receive an Action Report stating the status of the research proposal, either "Approval Pending" or "Approved." "Approval Pending" requires submission of additional information before approval is granted. The additional information is reviewed by the IRB Chairperson and, if satisfactory, an Approved Action Report is issued. "Approved" indicates that the student may proceed with the research project.

Approved projects are assigned a monitoring date on the Action Report (see Monitoring section of IRB packet). All investigators will receive a monitoring form in advance of that date. It must be completed and returned to the Research Office ten days before the designated date.

When the student receives the Action Report stating that the IRB has approved the research proposal, the student may pick up the Thesis/Dissertation Proposal Approval Sheet at the Research Office. It is the student's responsibility to

submit the approved Thesis/Dissertation Proposal Approval Sheet (one with original signatures and four copies) attached to five copies of the approved research proposal to the Graduate School for the Vice Provost's signature. The original copy, with the approval sheet signed by the Director of Compliance and the Vice Provost, will be placed on file at the Graduate School. The other four copies will be returned to student's department for distribution.

11. Change of Program

Students who are currently enrolled in one of the other graduate programs in the department (Behavioral Science or Clinical) may wish to change their specialty area and enter the school psychology program. In this case, students are asked to make a formal application 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 who wish to apply to the Ph.D. program.

12. 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).

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.

13. Instructions on Filing for Rhode Island Residency

Contact the Graduate School for an application to change your residency status.

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.

Complete the attached 3 page application.

Have the application notarized.

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 solely 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

RI driver's license

Marriage License if marrying a RI resident

Cancelled check on a RI bank (checking account)

United States Income Tax returns

RI 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.

14. 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.)

15. Admissions

Qualities sought in all our students include high levels of intelligence, motivation, interpersonal effectiveness, and professional commitment; a match between student-faculty research interests; an appreciation for the scientific focus of the Program; and a

sensitivity toward diversity in terms of age, disability, ethnicity, language, race, gender, and lifestyle. Consistent with our goals and philosophy, in recent years we have attempted to recruit students to the Ph.D. 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 and direct-service 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 Ph.D. Program.

For more information contact or see the following:

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

Criteria

Admissions criteria for the both the M.S. and Ph.D. Programs include (a) completed application materials; (b) GRE aptitude test scores are required: a minimum score of 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 Ph.D. applicants are invited for on-campus interviews. Interviews are typically held in early- to 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 and department.

16. 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 Ph.D. student and one M.S. student) has been elected to participate in the program meetings except those involving 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 representatives have opportunities to function in leadership roles, collaborate with faculty on the development of student-centered policy and procedures, resolve conflict, and to help create a socially supportive learning environment.

17. 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:

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.

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., Behavioral Science, Clinical, 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.

Resolution Beyond the Psychology Department

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.

18. 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.

19. Awards

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

Peter Merenda Prize in Statistics and Research

Emeritus Professor Peter Merenda has established a generous cash prize that is awarded annually to an outstanding Ph.D. student in our Department in the area of statistics and research. Psychology Department faculty members who are clearly identified as statisticians and research methodologists administer this award, nominations for which typically are solicited in the spring semester. For the past several years, the winner of this award has been announced at our annual graduate student graduation brunch in Psychology held on the morning of the Graduate Commencement Ceremonies.

Criteria considered to be essential for this award are:

History of excellent academic performance in the sequence of statistics and methodology courses required of all Ph.D. students (i.e., PSY 532, PSY 533, and PSY 611) as a minimum; additional pertinent elective courses in the area of statistics and methodology also should be considered;

Outstanding performance as the TA for PSY 532 and PSY 533 for at least one academic year.

Exceptional use of experimental design and statistical methods in the doctoral dissertation research and the Ph.D. thesis as judged by the consensus of the award committee; and

Satisfactory progress in the pursuit of the Ph.D. degree; it would be expected that the student selected for the award would have successfully defended the M.A. thesis no later than three years after entering the Program, completed the Ph.D. comprehensive exams within four years, and successfully defended the dissertation within five or six years at the latest.

20. Certification and Licensure

Rhode Island State Licensure as a Psychologist

As in most States, it is illegal in Rhode Island for people to represent themselves as licensed psychologists or to use any description of services, including the terms "psychology" and "psychological" to indicate that they are psychologists unless they have been licensed by the State. This includes psychology graduate students.

Licensing requirements and procedures are detailed in the "Rhode Island Rules and Regulations Pertaining to the Licensing of Psychologists (R5-44-PSY), February 1981" (amended: May 1988, December 1993, March 1994, March 2001, November 2001, January 2002, and December, 2004).

In order to qualify for licensure in Rhode Island, you must apply through the State Health Department. Essentially, general qualifications are that applicants must:

- be of good moral character;
- have received a doctoral degree in psychology from a regionally accredited college or university whose program of study was accredited by APA at the time the degree was received, or its equivalent;
- have completed at least two years of properly supervised experience, at least one year of which was post-doctoral;
- have passed a written and oral examination; and
- have demonstrated areas of competence consistent with current APA guidelines.

For further information about becoming licensed in Rhode Island as a psychologist, please refer to the Rhode Island Department of Health online at www.health.state.ri.us/

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 Ph.D. 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
- a. discuss courses/practicum/research as appropriate

Comments/notes:

2. PSY 670 Practicum Placement: _____

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

3. PSY 663 Child Assessment

- b. Benchmark assignment.

Course Grades:

4. 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 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.

Course Grades:

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

4. 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 3: 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 544 Reading Acquisition; PSY 550 Applied Behavior Analysis

Benchmark assignments. Date Completed: _____

Course Grades:

4. 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 3: Spring Semester

Date: _____

1. PSY 670 Advanced Practicum Placement: _____

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

Course Grades:

Research requirements progress:

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

3. 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 4: 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. Mid-year advising meeting Date completed: _____
- a. review/preview competencies
 - b. discuss professional goals
 - c. discuss comps/research/internship

Course Grades:

4. Progress toward:
- a. Comprehensive exams
 - b. Dissertation proposal

Year 4: Spring Semester

Date: _____

Course Grades:

Research progress:

Internship planning

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

2. 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 5

Date: _____

1. Progress toward graduation

2. Dissertation

3. Internship evaluations, link to competencies

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 Ph.D. 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.a. I have obtained the following professional (school) psychology credentials: (Check all that apply)

- National Certification in School Psychology (NCSP)
- State Certification in School Psychology
- Licensure as a Professional Psychologist

2.b. I am in the process of obtaining the following professional (school) psychology credentials: (Check all that apply)

- National Certification in School Psychology (NCSP)
- State Certification in School Psychology
- Licensure as a Professional Psychologist

3.a. Where are you currently employed?

3.b. 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
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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.a. 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

7.b. The overall quality of your advanced practica?

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

8.a. 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

8.b. Rate the degree to which our program prepared you for internship?

	1	2	3	4	5	
Not at all Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Prepared

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

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10. What changes would you suggest?

<div style="border: 1px solid gray; height: 100%; width: 100%;"></div>
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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
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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
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22.a. Overall, how effective was your URI supervisor for your primary first 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
----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------------------

22.b. 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
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22.c. Overall, how effective was your URI supervisor for your primary advanced 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 and support 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.a. 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

31.b. How well prepared were you for the Examination for Professional Practice in Psychology (EPPP exam)?

1 2 3 4

Inadequately Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Prepared
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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
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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
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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
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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
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36.a. What aspects of the items rated above were you particularly pleased with?

<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>

36.b. What changes would you suggest?

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PART VI: PREPARATION FOR RESEARCH AND TEACHING ACTIVITY

37. How effective was the advising and support you received during your program to enable you to grow and develop as a researcher?

1 2 3 4

Not Effective at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Effective
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38. Please rate the quality of advising and support you received for developing your required research proposal(s):

1 2 3 4 5

Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional
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39. Please rate the amount of advising and support you received for developing your required research proposal(s):

1 2 3 4 5

Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-------------

40. Please rate the quality of your research methods and statistics courses in preparing you to carry out required research project(s):

1 2 3 4 5

Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional
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41. Please indicate the amount of advising and support that was provided to allow timely progress toward research requirements:

1 2 3 4 5

Inadequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional
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42. Please rate the degree to which SPRIG activities provided opportunities and supported your development as a researcher:

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much
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43. Please rate the degree to which program faculty research teams provided opportunities and supported your development as a researcher:

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much
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51. 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
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52. 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
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53. 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
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54. 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
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55. 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
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56. 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
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57. 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