

3/6/2009

# School Psychology Program

Ph.D.  
&  
Masters

Program  
Information  
and  
Handbook

2008-2009

 Department of  
**EDUCATIONAL PSYCHOLOGY**  
COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
University of Utah  
**Graduate Programs in School Psychology**  
Fall, 2008 – Summer, 2009

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

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

The Ph.D. program in School Psychology is designed to prepare psychologists who will practice in the schools or other educationally related settings and to meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) administrators of pupil services; (3) mental health research specialists in child psychology; (4) psychologists in child treatment agencies, hospitals, and private practice; and, (5) professionals in higher education for the preparation of educators and clinicians in psychoeducational services. The program is accredited by the American Psychological Association (<http://www.apa.org/ed/accreditation/>), Office of Program Consultation and Accreditation 750 First Street, NE; Washington, DC 20002-4242; Phone: 202-336-5979/TDD/TTY: 202-336-6123; Fax: 202-336-5978 and adheres to the scientist-practitioner model of graduate education in psychology. Integrated didactic and applied courses aid the students' attainment of a knowledge base and the expertise to enhance the professional practice of school psychology through the employment of the scientific method. One of the major strengths of the program is to prepare practitioners and researchers in the area of interventions. The program, however, is also known for the diverse training that students receive in neuropsychology, severe disabilities, and developmental psychopathology and psychology.

For the 2006-2007 academic years, 34 students were enrolled in the doctoral program, with 4 new admissions. Females comprise 65% of the students currently enrolled, with 35% males. For the 2007-2008 academic years, 27 applications were received, and 8 students were offered admission. GRE composite scores for the current class range from 860 to 1430 (Mean Composite = 1133.26). Students representing ethnic or cultural diversity comprise 14.71% of

the current student group. Twenty five students entered with a bachelor's degree, while 9 students entered with a Masters degree. Undergraduate GPA's ranged from 3.01 to 3.92, while students entering with a Master's degree reported GPA's ranging from 2.89 to 4.00. Additional information regarding current 2008 graduation rates, etc. may be found at ([http://www.ed.utah.edu/edps/APA/C-20\\_disclosure.php](http://www.ed.utah.edu/edps/APA/C-20_disclosure.php)).

Students accepted for the doctoral program must complete all requirements for the masters' degree, except internship hours, before taking the qualifying examination. The doctoral program involves a total of 102 semester hours (excluding thesis hours and any prerequisite courses). The doctoral program requires a 2,000-hour internship in school psychology. NASP standards require that 600 hours be completed in the schools. Students are encouraged to fulfill a 2,000-hour APA-accredited (or APPIC approved) internship following a 600 hour school-based internship. The Ph.D. program is designed to be at least four academic years of full-time study beyond the baccalaureate. The average number of years to completion of the doctoral degree, however, is 6 ½ years. Tuition costs based on enrollment for the recommended credit load of 13 semester hours for the 2007-08 school year (two semesters, fall and spring) is: \$2, 640.16 (in-state residents) and \$ 8425.14 (out-of-state residents); this amount includes student fees. No student has left the program before completing their degree because of tuition costs; however, 3 students have left in the past seven years because of a change in career plan.

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

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

Students are asked to consult various departmental and university publications to ensure that they are aware of all procedures and student responsibilities and rights. This brochure details information about School Psychology Program requirements, however, information about the university and graduate school can be found in various catalogs and on websites (e.g., The University of Utah General Catalog and the Graduate School Handbook found on their website: (<http://www.gradschool.utah.edu/index.php>))

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Listed below is the Core Faculty who currently comprises the School Psychology Committee along with the institution from which they received their highest degree.

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

The following individuals have official appointments as Adjunct and Clinical School Psychology Faculty (agency and degree granting institution):

Carol Ballou, Ph.D.	UNI	University of Utah
Brett Barrett, M.S.	Alpine Schools	University of Utah
Julie Bowen, Ph.D.	Jordan Schools	University of Utah
Laura Brockbank, Ph.D.	UNI	University of Utah
Christine Burns, Ph.D.	UNI	Texas A&M
Candace Dee, Ph.D.	Jordan Schools	University of Utah
Pamela Doyle, Ph.D.	Park City Schools	University of Utah
Fulvia Franco, Ph.D.	Jordan Schools	University of Utah
Douglas Goldsmith, Ph.D.	Children's Center	University of Utah
Abby Gottsegen, Ph.D.	Davis Schools	Yeshiva University
Alicia Hoerner, Ph.D.	Salt Lake Schools	University of Utah
James Kahn, Ph.D.	UNI	University of Utah
Karen Malm, Ph.D.	DSPD	University of Utah
Wm. McMahan, M.D.	Dept. Psychiatry	University of Kansas
Judith Miller, Ph.D.	Dept. Psychiatry	University of Utah
Dan Morgan, Ph.D.	USOE	Michigan State Univ
Pete Nicholas, Ph.D.	C. B. Pingree Autism School	University of Utah
Agnes Plenk, Ph.D.	Children's Center	University of Utah
John Seaman, Ph.D.	Granite Schools	University of Utah
Julien Smith, Ph.D.	PCMC	University of Utah
Anne Taverne, Ph.D.	PCMC	University of Utah
Lane Valum, Ph.D.	Jordan Schools	University of Utah
Robin Weiner, Ph.D.	Salt Lake Schools	University of Utah

### Students

The typical applicant pool for the school psychology program consists of approximately 50 students. From this pool, approximately 8-10 students are accepted each year into either the masters or doctoral program. For the 2007-2008 academic year, the program had 34 doctoral and 8 masters' students; of this total, 13 are males, 30 are females. The age range of the students is approximately 26 to 59. Several nationalities, foreign countries, and ethnic groups are represented in the school psychology program. The attrition rate is less than 5 percent and is usually attributed to the student's change of career goal or geographic relocation.

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

goals. As detailed in the University Bulletin, there are provisions for financial, academic, and personal counseling through the university. The Department of Educational Psychology has been able to provide a limited number of graduate assistantships and tuition waivers for school psychology students; however, there is no guarantee that financial support will be provided for all students. For more than a decade, however, a combination of Departmental assistance and grants has allowed support in the way of stipends and tuition waivers for the majority of first and second year students. Students, however, need to inquire about possibilities for financial support and contact the University financial offices (<http://www.sa.utah.edu/finance/>) or the College of Education (<http://www.ed.utah.edu/scholarships.html>) for further suggestions (e.g., student loans).

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

Students are evaluated throughout their programs through a variety of methods. In addition to formal evaluations such as course grades, the faculty evaluates student progress through feedback from practica and internship supervisors. An annual faculty review of the student's progress is conducted and each student receives written feedback. Students are also asked to provide written (anonymous) feedback to the faculty regarding the training program.

The University of Utah is situated on a 1,500-acre campus on the eastern edge of Salt Lake City, at the base of the Wasatch Mountains. Most students choose to live either in graduate student housing or in off-campus housing near the University. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., Commuter Housing Service). See housing information at: <http://www.housing.utah.edu/>.

### Program Philosophy

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

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

The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice thus lending itself to a more intense and

exciting learning experience. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the further development of the professional practice of school psychology.

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

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

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

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

- A. Psychological Foundations
  - 1. Cognitive-affective bases of behavior
  - 2. Biological bases of behavior
  - 3. Social bases of behavior
  - 4. Individual differences
  - 5. Research design and statistics
  - 6. History and systems in psychology
- B. Educational Foundations
  - 1. Organization and operations of the schools
  - 2. Instructional and remedial techniques
  - 3. Alternative and regular educational processes
- C. Psychoeducational Methods

1. Pupil services management including early identification, assessment, program design, intervention strategies, and evaluation.
2. Indirect pupil services to include prevention, consultation, in-service, and program organization and administration.

D. Professional School Psychology

1. Professional issues
2. Standards and ethics
3. Legal issues

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

A. Identification and Diagnostic Study of the Individual Student

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

B. Psychological Services in the Schools

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



C. Classroom Remediation Strategies, Intervention, and Psychoeducational Program Planning

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

D. Consultation and In-Service

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

E. Evaluation and Applied Research

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

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

## **SCHOOL PSYCHOLOGY MASTERS PROGRAM COURSE REQUIREMENTS**

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

A. Psychological Foundations (min of 9 semester hours)

- (3) ED PS 6050 - Lifespan Development: Child & Adolescent (required)
- (3) ED PS 6510 - Cognition, Learning & Behavior (required)
- (3) ED PS 6450 - Child & Adolescent Psychopathology (required)

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

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

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

- (6) ED PS 6970 - Thesis

D. Educational Foundations (min of 3 semester hours)

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

E. Psychoeducational Assessment (min of 12 semester hours)

- (3) ED PS 7130 - Cognitive Assessment (required)
- (3) ED PS 7150 - Individual Child and Adolescent Assessment (required)
- (3) ED PS 6140 - Multicultural Assessment (required or equivalent)

Electives:

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

F. Intervention Strategies (min of 12 hours)

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

Other Relevant Intervention Courses:

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

G. Professional School Psychology (min of 26 hours)

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

**SUGGESTED MASTERS SCHEDULE**

(note that EP = ED PS courses)

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Semester</i>
1st Year	1 <sup>st</sup> Year	1 <sup>st</sup> Year
EP 6100, Prof Issues/Ethics	EP 6510, Cog, Learn, Behavior	
EP 6450 Psychopathology	EP 6390, Interventions	EP 6140, MC Assessment
EP 7130, Cog. Assessment	EP 7150, Ind Child/Adol Assessment	
EP 6010, Stats/Research	SPED 6040, Legal/Policy Issues	
EP 7730, Clinic Practicum (1)	EP7730, Clinic Practicum (1)	
2nd Year	2 <sup>nd</sup> Year	
EP 6110, Child/Family Interven	EP 6470, Psych & Ed Consult	
EP 6831, Seminar: Ped Neuropsy	EP 6380, Academic Assess & Interventions for Students with Learning Difficulties	
EP 6050, Lifespan Development		
EP 7730, Clinic Practicum (1)	EP 7730, Clinic Practicum (1)	

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3rd Year	3 <sup>rd</sup> Year
EP 7731, SP Field Prac (2)	EP 7731, SP Field Prac (2)
EP 6970, Thesis	EP 6970, Thesis
4th Year	4 <sup>th</sup> Year
EP 7910, Internship (6)	EP 7910, Internship (6)

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

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

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

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

## **DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY COURSE REQUIREMENTS**

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

### Core Foundation Courses

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

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

B. Cognitive-Affective Bases of Behavior (3 hours)

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

C. Social Bases of Behavior (3 hours)

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

D. Individual Differences (min 6 hours)

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

E. Biological Bases of Behavior (min 3 hours)

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

F. Research Design and Statistics

1. Research Design (min 3 hours)

- (3) ED PS 7400 - Advanced Research Design
- or
- (3) ED PS 7410 - Single Subject Research  
or equivalent

2. Statistics (min 8 hours)

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

G. Educational Foundations (min of 3 hours)

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

H. Psychoeducational Assessment (min 12 hours)

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

Other Relevant Assessment Courses:

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

I. Intervention Strategies (min 12 hours)

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

Other Relevant Intervention Courses:

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

J. Professional School Psychology (min 29 hours)

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

Doctoral Dissertation Research (min 14 hours)

- (14) ED PS 7970 - Dissertation

**SUGGESTED DOCTORAL SCHEDULE**

(note: EP = ED PS courses)

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

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

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

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

## **Description of Specialized Courses and Requirements**

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

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

### **Master's Thesis Research** (ED PS 6970 - min 6 hrs)

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

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

Students who enter the Ph.D. program with credit for a Master's Degree but who have not done an empirical research thesis must complete a 6 credit hour supervised research project. Students need to select a faculty member to chair the project and also need to get the project approved by the School Psychology Committee (regular faculty). A written proposal needs to be submitted to the Committee for approval and a written product needs to be turned into the Committee for approval before the student can enter candidacy for the Ph.D. Examples of possible projects include a pilot study for dissertation research, research with a faculty member or practitioner outside the university, or assisting another doctoral student with their dissertation research (e.g., data collection and analysis).



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

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

ED PS 7970 - Doctoral Dissertation Research

Dissertation research credits are accumulated under ED PS 7970 (minimum of 14). Immediately following successful completion of the preliminary qualifying examinations the student is expected to begin developing the dissertation proposal. The proposal is evaluated by the student's committee in an open colloquium. The colloquium can not be scheduled until the student has passed the School Psychology Preliminary Qualifying Examinations (SPPQE).

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

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

**Practicum Requirements** (ED PS 7730 and ED PS 7731 - min 8 credit hours for masters and doctoral degrees)

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

of clinical services and, like first year students, will be supervised by Clinic faculty. Students in the Clinic will be required to act ethically and abide by all Clinic policies. Regular attendance at the Monday noon-hour Clinic meetings is also required of Clinic practicum students during their first and second year.

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

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

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

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

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

To be eligible for internship, the student must have completed (1) the core academic school psychology courses; (2) the clinic and field practicum sequence; and (3) receive permission from the program's internship supervisor. The internship is a culminating experience for the student which integrates theory and practice. Students are encouraged to seek internships in a variety of settings including schools, hospitals, mental health centers, residential settings, and others, and out of state placements. Generally, students elect to spend

nine months to complete the 1,500-hour masters' requirement and 12 months to complete the 2,000-hour doctoral internship.

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

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

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

The internship program is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program Faculty supervision. The internship is designed as a culminating experience of the student's program which enhances the development of competencies and professionalism. As such, the internship allows the student the opportunity to integrate course work, research, theory, and practical experiences in a supervised, applied setting. Students will be required to attend

regularly scheduled internship meetings during the fall and spring semesters unless they are on internship at APA or APPIC sites that provide regular didactic instruction and group supervision.

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

**PRAXIS Exam:** All students must take the PRAXIS exam during the internship year. This includes students who enter the program with a master's degree in School Psychology if they have not already taken the exam. The program does not require a certain score for completing the program, however, documentation of the test score(s) must be provided to the Internship Director before receiving a passing grade for internship. Currently, the Utah State Office of Education (USOE) has determined that a minimum score of 700 (the median national score) must be obtained on the PRAXIS exam to be fully credentialed in the state of Utah. The exam may be retaken by anyone scoring less than 700, and USOE currently plans to set a state cut score after the PRAXIS exams have been in place for two years. NASP requires a minimum score of 660 (old scale) or 135 (new 2008 scale) on the PRAXIS exam as one requirement for the NCSP (Nationally Certified School Psychologist) credential

### **Preliminary Qualifying Examinations for Doctoral Candidates**

Subsequent to completing all requirements for the Master's degree, except internship hours (or following the first year of course work for the student who enters the program with a masters degree), the student is eligible to take the School Psychology Preliminary Qualifying Examinations (SPPQE) as long as: (1) a program of study has been filed; and, (2) the student has received approval from his/her doctoral supervisory committee to proceed with the examination. The exam is completed in three sections: a multiple choice exam (SPPQE), an oral exam scheduled with program faculty and completion/submission of a written literature review conceptualized generally around the student's proposed research interests.

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

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

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

Successful completion of the examination consists of passing (70% or higher) the multiple-choice and a passing grade for both the oral exam and the written literature review. The multiple choice exam consists of 200 questions and the oral examination is comprised of questions asked by the five core School Psychology faculty members. The literature review needs to be submitted on the first day of the exam and will be subject to questioning during the orals. The literature review should cover critical issues pertaining to the dissertation. It must be at least 25 pages in length (double space). The literature review is intended to give students a head-start on their dissertation proposals. Students must also receive a passing grade for the literature review, meaning there is no further writing that needs to be done and students are capable of answering basic questions during the orals. If any of the three portions of the exam (e.g., multiple choice, literature review, oral) is not passed, the student has the right to take that portion of the examination over at the next formally scheduled prelim administration date.

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

## **Other Scholarly Requirements**

### Portfolio

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

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

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

### Time Limits

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

Program and department policy allows students a maximum of seven years from the date of initial matriculation to complete all requirements for the Ph.D. degree. Failure to complete program requirements within this time frame results in automatic dismissal from the program and the department. If exceptional circumstances have precluded program completion within the seven year time limit, a student and his/her faculty adviser may jointly appeal in writing to the School Psychology Committee for up to a one year extension.

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

### **Important**

Students who fail to register for either fall or spring semester are automatically dropped from the Graduate School and the program. Students who fail to keep their registration current will have to reapply for the School Psychology program. Applications are only reviewed once a

year, therefore, failure to maintain regular enrollment during the school year could result in a significant delay in completing the program.

### **SCHOOL PSYCHOLOGY SPECIAL TRAINING OPPORTUNITIES**

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

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

High Incidence Interventions: Bill Jenson and Dan Olympia

Leadership in Autism and Low Incidence Disabilities: Elaine Clark and Bill Jenson

Early Childhood and Reading Disorders: Lora Tuesday Heathfield

Neuropsychology: Janiece Pompa and Elaine Clark

### **LICENSURE**

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

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

## PROFESSIONAL STANDARDS AND ETHICAL PRINCIPLES

The continued development of psychology as a profession is dependent upon the consistent implementation of standards of conduct for psychologists that prescribe acceptable ethical and professional behavior. Students are expected to demonstrate academic honesty and abide by the University of Utah's Code of Conduct (<http://www.admin.utah.edu/ppmanual/8/8-10.html>). In addition, students in the program must adhere to the various ethical standards promulgated by NASP and the American Psychological Association. This includes the *Ethical Principles of Psychologists and Code of Conduct* (2002), *General Guidelines for Providers of Psychological Services* (1987), and *Specialty Guidelines for the Delivery of Services* (1981). Students in the School Psychology program are expected to consistently implement the various standards and principles in their work as psychologists-in-training. Students are required to familiarize themselves with the following documents during their first semester in residence in the program. All of the following will be provided by school psychology faculty with the exception of the Jacob and Hartshorne text. This can be purchased at the U of U bookstore or obtained from the publisher, John Wiley. .

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

American Psychological Association. Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations In *Ethnic Minority Perspectives on Clinical Training and Services in Psychology* (Appendix D, p. 191-194).

Jacob, S. & Hartshorne, T. S. (2007). *Ethics and Law for School Psychologists* (5<sup>th</sup> edition). New York: John Wiley and Sons.

National Association of School Psychologists (2000). *Principles for Professional Ethics*. Silver Springs, MD: NASP.

## EVALUATION OF STUDENT PROGRESS AND RIGHTS TO APPEAL

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



the evaluation process. Included in the practice evaluations are student's skills in assessment and intervention, capability to work with a diverse group of students and families, adherence to professional ethical standards/codes and general professional and interpersonal skills. All students are formally reviewed annually and receive written feedback each spring on individual progress in meeting program goals and requirements. In addition, the program faculty relies on portfolio reviews by the internship coordinator/instructor, performance on the SPPQE, and the annual student review to base their decisions on the appropriateness of student's academic and professional performance.

Rarely do students have such severe personal/interpersonal or academic/professional difficulties that their ability to function as professional school psychologists is questioned. However, if the faculty determines that this is the case, students may be informally advised to seek appropriate professional assistance to resolve the problem. Students will be responsible for this, including any payment. Counseling services are also available at the University of Utah Counseling Center (<http://www.sa.utah.edu/counsel/>). The faculty may also decide to formally recommend (i.e., in writing) that the student seek a psychological/psychiatric evaluation and/or therapy. If, in the opinion of the faculty, the student cannot function as a professional school psychologist (practitioner or academic), the student would be notified in writing that dismissal was being considered and the student would have the right to speak directly with the faculty and Department Chair. If a decision is finally made to dismiss a student, this will be put in writing and sent to the student via certified mail. Students are encouraged to consult their advisor and the Program Director to ensure that they have adequate for clarification, advice, and support regarding the issue. If students feel that the feedback has been unfair, they have the right to discuss the situation with someone outside the program. The student should consult the University Code, Policy 8-10, Rev 3 (<http://www.admin.utah.edu/ppmanual/8/8-10.html>) for further information about student rights and responsibilities, along with guidelines for appeal.

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

1. Discuss the action with the faculty member or the School Psychology Program/Training Director and attempt to resolve the disagreement.
2. Appeal in writing, and meet with, the Department Chair within 40 working days of notification of the academic action. Within 15 days, it is the Chair's responsibility to notify the student and the faculty member or Training Director in writing of his or her decision.
3. If either party (faculty member/training director/ or student) disagrees with the chair's decision, she or he may appeal to the college's Academic Appeals Committee within 15 working days of notification of the chair's decision.

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

### ACCREDITATION

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

**For further information and application procedures contact:  
Daniel Olympia, Ph.D., Program Director  
School Psychology Program  
1705 Campus Center Drive, Room 327  
University of Utah  
Salt Lake City, Utah 84112  
(801) 581-5858  
dan.olympia@utah.edu**

Appendix

Supervisory Committee Guidelines

Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology  
Programs

Program planning worksheets

Master's Degree

Doctoral w/ existing Masters Degree

Doctoral Degree

# **APPENDIX A**

## **Supervisory Committee Guidelines**

**Supervisory Committee Guidelines and Forms Can be Found at:**

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

**Department of Educational Psychology  
Supervisory Committee Guidelines**

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

**Department of Educational Psychology Policies and Procedures Document**

***The Director of Graduate Studies (DGS)***

**Effective Date: February 1, 2002.**

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

1. The DGS functions under the direction of the Department Chair. Thus, all actions of the DGS are advisory in nature and come as recommendations to the Department Chair. Specifically, the DGS will recommend the appointment of one within-department thesis/dissertation committee member (*note*: should a departmental faculty appointee have concerns about her/his recommendation [by the DGS] to serve on a committee such

concerns should be expressed to the Department Chair prior to the Department Chair's final approval of the student supervisory committee). After the Department Chair finalizes the membership of the supervisory committee, the student can complete the Graduate School form titled, "University Graduate School Request for Supervisory Committee." This official form is then reviewed and signed by each faculty thesis/dissertation committee member, formally approved by the Chair of the Department and forwarded to the Dean of the Graduate School for final approval.

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

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

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

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

The student discusses her/his research interest with various faculty and through this process decides on a research topic consistent with the student's and her/his proposed chairperson's interests and/or expertise. The student and her or his thesis/dissertation committee chair work together to develop a list of potential thesis/dissertation committee member(s). If the proposed thesis/dissertation committee members agree, the student (in

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

Relevant forms are available on line on the SAC website.

## **APPENDIX B**

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



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

## I. Overview and Rationale

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

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

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

<sup>1</sup>

This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop

proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

## **II. Model Policy**

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

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

in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

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

## **APPENDIX C**

Program planning worksheets

Master's only  
Doctoral with existing masters  
Doctoral

University of Utah  
 School Psychology Master's Program  
 Program Planning Worksheet 2008-2009

Name \_\_\_\_\_ Year of Admission \_\_\_\_\_

Entering Degree \_\_\_\_\_ Date Received \_\_\_\_\_ Institution \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

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**Area: Professional School Psychology (minimum 26 semester hours)**

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

Additional courses required for Doctoral Degree:

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

\_\_\_\_\_  
Master's Student Date

\_\_\_\_\_  
School Psychology Faculty Advisor Date

Projected Courses and Timeline

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

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



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

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



University of Utah  
School Psychology Doctoral Program  
Program Planning Worksheet 2008-2009  
(for students with conferred Master's degree)

Name \_\_\_\_\_ Year of Admission \_\_\_\_\_

Master's Degree \_\_\_\_\_ Date Received \_\_\_\_\_ Institution \_\_\_\_\_

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

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

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

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

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

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

**Area: Individual Differences (minimum 6 semester hours)**

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

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

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

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

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

**Area: *Statistics* (minimum 8 semester hours)**

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

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

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

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

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

(3)		
*EDPS 7150 Individual Child/Adolescent Assessment (3)		
*EDPS 7140 Multicultural Assessment (3)		
EDPS 7190 Applied Neuropsychological Assessment (3)		
EDPS 7180 Personality Assessment (3)		

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

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

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

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7830 Seminar in School Psychology (3)		
*ED PS 7730 School Psychology Practicum: Clinic (4)		
*ED PS 7731 School Psychology Field Practicum (4)		
*ED PS 7910 Internship in School Psychology (16)		
*ED PS 7960 Special Topics: Research Seminar in School Psy (2)		

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

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7970 Thesis Research: PhD (14)		

\_\_\_\_\_ Date

Doctoral Student

\_\_\_\_\_ Date

School Psychology Faculty Advisor

\_\_\_\_\_ Date

School Psychology Program Director

### Projected Courses and Timeline

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

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

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

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





University of Utah  
School Psychology Doctoral Program  
Program Planning Worksheet 2008-2009

Name \_\_\_\_\_ Year of Admission \_\_\_\_\_

Entering Degree \_\_\_\_\_ Date Received \_\_\_\_\_ Institution \_\_\_\_\_

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

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

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

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

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

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

**Area: Individual Differences (minimum 6 semester hours)**

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

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

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

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

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

**Area: *Statistics* (minimum 8 semester hours)**

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

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

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

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

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

(3)		
*ED PS 7150 Individual Child/Adolescent Assessment (3)		
*ED PS 7140 Multicultural Assessment (3)		
ED PS 7190 Applied Neuropsychological Assessment (3)		
ED PS 7180 Personality Assessment (3)		

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

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

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

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<i>Course Requirements</i>	<i>Planned/Actual Semester of Enrollment</i>	<i>Final Grade</i>
*EDPS 7830 Seminar in School Psychology (3)		
*EDPS 7730 School Psychology Practicum: Clinic (4)		
*EDPS 7731 School Psychology Field Practicum (4)		
*EDPS 7910 Internship in School Psychology (16)		
*EDPS 7960 Special Topics: Research Seminar in School Psy (2)		

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

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

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

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

\_\_\_\_\_  
 Doctoral Student Date

\_\_\_\_\_  
 School Psychology Faculty Advisor Date

**Projected Courses and Timeline**

<i>Year 1</i>

Fall Semester	
Spring Semester	
Summer Semester	

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

<b><i>Year 3</i></b>	
Fall	

Semester	
Spring Semester	
Summer Semester	

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

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

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