

UNIVERSITY OF Nebraska Lincoln

Graduate Study in School Psychology

2008-2009

Doctoral Degree (Ph.D.)

Accredited by APA, Approved by NASP/NCATE
and the Nebraska Department of Education

Educational Specialist Degree (Ed.S.)

Approved by NASP/NCATE and
the Nebraska Department of Education

Admissions Coordinator
Department of Educational Psychology
114 Teachers College Hall
Lincoln NE 68588-0345

Telephone: (402) 472-2210
Fax: (402) 472-8319

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TABLE OF CONTENTS

Welcome Letter	3
1. The School Psychology Program at the University of Nebraska Lincoln	4
Program Philosophy	4
Program Goals and Objectives	5
Program Accreditation	5
Student Affiliates in School Psychology	5
Department of Educational Psychology	6
Counseling and School Psychology Clinic	6
Nebraska Center for Research on Children, Youth, Families, and Schools	6
Buros Center for Testing	6
Ethnic Minority Affairs Committee	7
College of Education and Human Sciences	7
University of Nebraska-Lincoln and Surrounding Community	7
2. School Psychology Curriculum	8
Psychology Breadth Requirements	8
Scientific, Methodological, and Theoretical Foundations for Practice	9
Cultural and Individual Diversity	10
School Psychology Professional Practice Requirements	10
Practica	11
Internship	12
Post-internship and Postdoctoral Work in Nebraska	13
The Ed.S. Project (Ed.S. students only)	13
Comprehensive Exams	13
Sample Degree Programs	14
Doctoral Program	15
Specialist Program	17
The Masters Degree	18
Course Waiver Requests	18
Annual Student Review	19
Student Rights and Responsibilities	19
Probation	19
Continuous Program Improvement	20
3. Academic Advising	21
Benchmarks for the Ph.D. Degree in School Psychology	21
Program Verification of Internship Eligibility and Readiness	22
Benchmarks for the Ed.S. Degree in School Psychology	23
Financial Support	24
4. School Psychology Faculty	25
Commitment to Ongoing Professional Development of Practitioners	31
5. Student Responsibilities	32
Professionalism	32
Academic Dishonesty	33
Availability of Personal Information	33
Feedback to Students	33
Professional Preparation Through Student Evaluation	33
6. Admissions	35
Financial Support	35
Job Placements for Recent Program Graduates	35
APA Mandated Disclosure Information	36

It is the policy of the University of Nebraska-Lincoln not to discriminate on the basis of sex, age, handicap, race, color, religion, marital status, veteran's status, national or ethnic origin or sexual orientation.

WELCOME TO THE UNIVERSITY OF NEBRASKA-LINCOLN SCHOOL PSYCHOLOGY PROGRAM

This handbook will acquaint you with the purpose, context, and structure of the University of Nebraska Lincoln (UNL) School Psychology Program. We are very proud of our program, which is highly respected both locally and nationwide. The program has a long tradition of ranking among the top programs in the country. It has also received significant university recognition, and has been identified by the Chancellor of UNL as one of the university's most outstanding programs. Our faculty is comprised of excellent teachers and accomplished researchers who hold important national and local leadership positions including elected and appointed offices in national School Psychology associations, and Editorship and Associate Editorship positions for prestigious scholarly journals.

The UNL School Psychology Program offers students access to extraordinary training. Faculty in the program have secured competitive funding for training and research opportunities in pediatric psychology, conjoint behavioral consultation, Response-to-Intervention strategies, the assessment of school bullying, and strategies to strengthen classroom learning environments. Moreover, the program sponsors the Nebraska Internship Consortium in Professional Psychology (NICPP) which has been described as a model in national scholarly journals and provides "cutting edge" training experiences. The NICPP is one of only a very small handful of internship sites in the nation that is both accredited by the American Psychological Association (APA) and designed specifically to meet the training needs of school psychologists. Encompassing a number of school, medical, and community settings, the NICPP provides its interns with access to an unparalleled array of professional challenges, opportunities for growth, and diverse client populations. Consistent with APA policy, UNL School Psychology students must compete with all other applicants for NICPP internships, but they have fared quite well in securing these positions.

Complementing our faculty and program are our superior students. Drawn from around the world, across the nation and the state of Nebraska, students work closely with each other and faculty in an atmosphere that is highly collaborative and collegial. In every aspect of our program, we strive to both promote and respect student diversity. Students who are particularly interested in diversity issues find our Ethnic Minority Affairs Committee (EMAC), active in our department for well over 30 years, to be a unique multicultural and multi-national support system. Likewise, all school psychology students are invited to participate in the Student Affiliates in School Psychology (SASP), a student organization which provides mentorship, friendship, and a formal vehicle for student input into program decision making.

Students graduate from the rigorous and challenging UNL School Psychology Program with the professional skills they need to provide their clients with the highest quality of psychological services, and with well-honed skills in research and scholarship. Both locally and nationally, our graduates are very successful in obtaining positions as school psychologists in schools, private and public practices, and university programs. Many UNL graduates have become important leaders in both practice and university settings.

We hope that this handbook is helpful to you as you seek more information about the program. Please feel free to contact me or other members of the program faculty if we can help you learn more about the UNL School Psychology Program.

Beth Doll, Ph.D.
Director, School Psychology Program
228 Teachers College Hall
Department of Educational Psychology
University of Nebraska-Lincoln
Lincoln, NE 68588-0345

Telephone: 402-472-2238
Fax: 402-472-8319
Email: bdoll2@unl.edu

1: THE SCHOOL PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF NEBRASKA – LINCOLN

The School Psychology Program at UNL was established in 1974. In 1980 it became the eleventh school psychology program in the nation to receive full accreditation by the American Psychological Association. The program is one of four within the Department of Educational Psychology and, at the doctoral level, one of four programs falling under the administrative auspices of Psychological Studies in Education. There are five primary faculty members in the School Psychology Program (Drs. Daly, Doll, McCurdy, Sheridan, and Swearer), a number of community-based adjunct faculty, and approximately 45 active students. The school psychology faculty makes programmatic decisions regarding school psychology training with input from school psychology student representatives.

PROGRAM PHILOSOPHY

The UNL School Psychology Program is premised on an ecological perspective of human behavior and psychological services. We view human behavior as a complex result of individuals' interactions with the various social and psychological systems within which they develop. As such, understanding both functional and dysfunctional human behavior requires a thorough grasp of individual, setting, and environmental variables that affect children's behavior, and analysis of the complex interactions among these variables as they influence each other. Understanding this total ecology is necessary for practical decision-making and effective practice as a professional psychologist.

The UNL School Psychology Program provides training at both the Educational Specialist (Ed.S.) and Doctoral (Ph.D.) levels. While the Ed.S. program is designed primarily for individuals who wish to work in public school settings, the Ph.D. program prepares graduates for practice in universities, schools, hospitals, developmental centers, mental health centers, clinics, and private practice. At both levels, we train school psychologists to function as scientist-practitioners. Our students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. As scientist-practitioners, they conduct their professional practice in ways that are congruent with the scientific method. They operationalize presenting problems in measurable ways, collect and analyze data pertaining to presenting problems, use analyses of these data to form hypotheses, use these hypotheses as the basis for designing interventions, monitor the effectiveness of these interventions over time via ongoing data collection, and modify hypotheses and interventions in light of these outcome data.

Within an ecological framework and the scientist-practitioner model, we train school psychologists to deliver both remedial and prevention services across a wide range of educational and health-related systems (e.g., schools, families, hospitals, residential and outpatient mental health facilities, community agencies) while working with children and adolescents from diverse populations and cultures. The ends to which we strive are the delivery of effective direct (e.g., therapy) and indirect (e.g., consultation) psychological services to diverse individuals, groups, and organizational systems. The program has six overarching goals for our students. The first four apply to the Ed.S. program. All six goals apply to the Ph.D. program.

PROGRAM GOALS AND OBJECTIVES

All graduates of the UNL School Psychology program will be able to act as scientist-practitioners in each of the following domains by translating research into practice and evaluating the effects of their services. All students will be able to:

- I. Consult with families and professionals, within and across settings, to enhance children and adolescents' competence and to strengthen environmental contexts for their development.
- II. Conduct assessments of children's and adolescents' cognitive, social, emotional and behavioral strengths and weaknesses, and of the environmental contexts in which these competencies develop.
- III. Plan and implement ecologically-based therapeutic interventions that meet children's and adolescents' educational and mental health needs.
- IV. Practice in a manner consistent with local, state and national ethical and professional standards for practice and research.

In addition, graduates of the UNL Ph.D. program in school psychology will be able to:

- V. Understand and articulate the conceptual and theoretical models underlying their practice and research.
- VI. Conduct, interpret, critique and disseminate high quality scientist-practitioner research that advances the theory and practice of the discipline of School Psychology.

PROGRAM ACCREDITATION

The UNL School Psychology Doctoral Program is fully accredited by the American Psychological Association (APA) and by the National Council for Accreditation of Teacher Education (NCATE) in association with the National Association of School Psychologists (NASP). The UNL Educational Specialist Program in School Psychology is fully accredited by NCATE in association with NASP. Both the Doctoral and Educational Specialist Programs are also accredited by the Nebraska Department of Education.

STUDENT AFFILIATES IN SCHOOL PSYCHOLOGY

Student Affiliates in School Psychology (SASP) is the graduate student organization affiliated with Division 16 (School Psychology) of the American Psychological Association. The UNL chapter of SASP has two primary missions. First, SASP facilitates the transition of new students into the UNL School Psychology Program. Each incoming student is paired with an advanced school psychology student mentor. This mentor can help new students become familiar with departmental norms, courses, research projects, and strategies for coping with "crises" and adapting to the Lincoln community. Second, SASP provides a forum for school psychology students to engage in collaborative academic discourse. Its purpose is to provide learning opportunities that extend beyond formal classroom activities and that facilitate each person's professional growth, both as a student and as a school psychologist. SASP is premised on the view that students bring diverse and rich histories to bear on their academic and social interactions. Complementing these missions, SASP also serves as a liaison between school psychology students, the UNL school psychology faculty, and the Nebraska School Psychology Association.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The School Psychology Program is housed within the Department of Educational Psychology, which is one of the oldest departments of educational psychology in the nation. In addition to the School Psychology Program, the department also includes programs in Counseling Psychology (APA accredited); Cognition, Learning and Development; and Quantitative and Qualitative Psychometric Methods. These four programs make up the doctoral specialization of *Psychological Studies in Education*. Students who graduate from the Department of Educational Psychology with a Ph.D. degree receive a doctoral specialization of *Psychological Studies in Education*.

Counseling and School Psychology Clinic. The Department of Educational Psychology includes the UNL Counseling and School Psychology Clinic, which is used extensively by program students during practicum experiences. The Clinic is located on the lower level of Teachers College Hall and includes individual and group treatment rooms, one-way glass observation rooms, a range of video equipment, standardized tests, and play therapy materials for children. A wide array of services are offered by students and faculty in the Clinic, including consultation, assessment, and therapy for children and their families. All student services are provided under the direct supervision of licensed psychologists and advanced doctoral students.

Nebraska Center for Research on Children, Youth, Families and Schools. The Nebraska Center for Research on CYFS (www.cyfs.unl.edu) is an interdisciplinary center identified and supported as a University of Nebraska Program of Excellence. Its mission is to improve, through cutting-edge interdisciplinary research, our understanding of optimal ways that parents, teachers and other service providers in family, school, and community contexts can promote the intellectual, socioemotional, and behavioral adjustment of children and youth. CYFS supports an important collaborative research culture in the College and throughout the university through its support of research development and grantsmanship, from conceptualization to implementation and evaluation. Graduate students are highly involved in research housed in the Center through graduate assistantships on federal grant projects, involvement in grant writing seminars, and assistance with research and grant submissions. Currently there are approximately 60 graduate and undergraduate students formally affiliated with the Center through various forms of employment and research experiences.

Buros Center for Testing. The Buros Center for Testing is also affiliated with the Department of Educational Psychology and is located on the lower level of Teachers College Hall. It includes the Buros Institute of Mental Measurements (BIMM) and the Buros Institute for Assessment Consultation and Outreach (BIACO). BIMM publishes world renowned reviews of psychological tests and measurements, available on the center website or in the *Mental Measurement Yearbook* and *Tests in Print*. The Institute also provides access to the Oscar K. Buros Memorial Library, which contains one of the largest collections of commercially available tests in the world. BIACO provides expert consultation to local and state education agencies, as well as other entities, on the development and effective use of tests and measures in evaluation.

Ethnic Minority Affairs Committee. One of the most important departmental committees is EMAC, the Ethnic Minority Affairs Committee. Formed in 1972, EMAC is an ongoing, ever-changing team of ethnic minority, international, and majority students and faculty with a shared interest in diversity and multiculturalism. Although EMAC contributes each year to the

recruitment of high quality students of color for all programs in the department, its primary function is to serve as a support network once students arrive on campus and begin their studies. Related activities include, but are not limited to, political activism and advocacy, explorations of cultural heritage, and joint research projects. Ethnic minority and international applicants have the option of requesting that their admission materials be reviewed by EMAC by giving their consent on the departmental application form.

COLLEGE OF EDUCATION AND HUMAN SCIENCES

The Department of Educational Psychology is one of seven departments housed within the College of Education and Human Sciences. Other CEHS departments are Teaching, Learning, and Teacher Education; Educational Administration; Special Education and Communication Disorders; Family and Consumer Sciences; Nutrition and Health Sciences; and Textiles, Clothing and Design.

UNIVERSITY OF NEBRASKA-LINCOLN AND SURROUNDING COMMUNITY

The University of Nebraska-Lincoln is the largest and most comprehensive of four University of Nebraska campuses, the first university west of the Mississippi to formally establish a graduate college, and the primary site for graduate education in the state of Nebraska. UNL offers over 150 undergraduate majors and nearly 120 graduate programs. With 23,000 students, the UNL campus is situated in Lincoln, the state capitol of Nebraska and home to approximately 250,000 residents. Lincoln is a friendly, tree-lined Midwestern city with exceptional cultural and recreational facilities such as the Lied Center for Performing Arts, the Sheldon Art Gallery, the International Quilt Study Center and, of course, the Nebraska Cornhusker athletic teams. Lincoln provides a supportive and enjoyable environment for students. Interested individuals can find more information about Lincoln, NE, at <http://www.lincoln.org/>.

The School Psychology Program enjoys strong, positive relationships with the Lincoln Public Schools and other school districts throughout the state, as well as a number of important community agencies (e.g., Beatrice State Developmental Center, Girls and Boys Town, Lincoln Juvenile Detention Facility, Lincoln Catholic Social Services, Quality Living Rehabilitation Center, Munroe-Meyer Institute for Genetics and Rehabilitation). In addition, faculty and students in the program sponsor frequent continuing professional development experiences for practicing school psychologists throughout the state.

2: SCHOOL PSYCHOLOGY CURRICULUM

The UNL School Psychology Program includes six primary curricular components: (a) Psychology Breadth Requirements; (b) Scientific, Methodological, and Theoretical Foundations of Practice; (c) Cultural and Individual Diversity; (d) School Psychology Professional Practice Requirements; (e) Practica; and (f) Internship. Students in both the Ed.S. and Ph.D. programs are required to complete courses and experiences in each of these six program components. Of course, requirements for Doctoral students are more extensive. Each of the six primary curricula components is described briefly below, along with a list of relevant and required courses.

PSYCHOLOGY BREADTH REQUIREMENTS¹

Whether employed in school or other applied settings, we believe graduates of the UNL School Psychology program must be knowledgeable psychologists before they can be effective school psychologists. To build an appropriate base of knowledge, each student is required to complete advanced psychology course work that addresses the breadth of scientific psychology, its history of thought and development, its research methods, and its applications.

Biological aspects of behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 869 Developmental Psychopathology

PH.D. STUDENTS ARE ALSO REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES OR THE EQUIVALENT

EDPS 963 Developmental Psychobiology

PSYC 865 Behavioral Neuroscience

PSYC 920 Seminar in Psychopharmacology

Cognitive and affective aspects of behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 854 Human Cognition and Instruction

EDPS 950 Intellectual Assessment

EDPS 951 Academic and Behavioral Assessment

Social aspects of behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 952 Systems of Consultation in School Psychology

PH.D. STUDENTS ARE ALSO REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES OR THE EQUIVALENT

EDPS 962 Research Literature in Personality and Social Behavior

PSYC 883 Psychology of Social Behavior

PSYC 906 Proseminar in Social Psychology

PSYC 929 Seminar in Social Behavior

¹ Substitutions for these courses must be approved by the School Psychology Program faculty

History and systems of Psychology

PH.D. STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES OR THE EQUIVALENT

- EDPS 987H History and Systems of Psychology
- PSYC 910 History and Philosophy of Psychology

Psychological measurement

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 950 Intellectual Assessment
- EDPS 951 Academic and Behavioral Assessment

Research methodology and techniques of data analysis

Depending on a student's area of research, it may be necessary to take course work above and beyond required courses to be adequately prepared to meet research requirements. Students should work closely with their advisors to choose courses that will support them in their research.

REQUIRED FOR STUDENTS IN THE ED.S. PROGRAM

- EDPS 860 Applications of Selected Advanced Statistics
- EDPS 996A Research Other Than Thesis (minimum 6 credits)

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 900B Single-Case/Small N Research Methods

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM

- EDPS 941 Intermediate Statistics: Experimental Methods
- EDPS 942 Intermediate Statistics: Correlational Methods
- EDPS 995 Doctoral Seminar (minimum 12 credits)
- EDPS 999 Dissertation (minimum 18 credits)

OTHER COURSES THAT MAY BE COMPLETED BY STUDENTS IN THE PH.D. PROGRAM

- EDPS 971 Structural Equation Modeling
- EDPS 972 Multivariate Analysis
- EDPS 987H Multilevel Modeling
- EDPS 935 Seminar in Qualitative Research

SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE

Individual differences in behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 863 Human Behavior Analysis
- EDPS 869 Developmental Psychopathology
- EDPS 950 Intellectual Assessment
- EDPS 951 Academic and Behavioral Assessment
- EDPS 854 Human Cognition and Instruction

Human development

STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES

- EDPS 850 Child Psychology
- EDPS 851 Psychology of Adolescence

Psychopathology

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 869 Developmental Psychopathology

Professional standards and ethics

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 867 Roles and Functions in School Psychological Service Delivery

CULTURAL AND INDIVIDUAL DIVERSITY

While professional issues relating to cultural and individual diversity are infused throughout all aspects of the program (including courses, practicum, and internship requirements), students are expected to take at least one course on this topic. Consistent with the rules of the Nebraska Department of Education, this course must be an approved human relations course. A list of approved human relations courses can be found on the department website (www.nde.state.ne.us).

STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES

- EDPS 948 Multicultural Issues in School Psychological Service Delivery
- EDPS 868 Multicultural Counseling Psychology
- TEAC 861 Education for a Pluralistic Society: Foundation and Issues

SCHOOL PSYCHOLOGY PROFESSIONAL PRACTICE REQUIREMENTS

Consistent with the diverse roles of school psychologists, our program provides students with a broad range of professional training. Extensive work in the areas of assessment, intervention, and consultation prepares graduates to work effectively in diverse service delivery settings. Knowledge gained in other related areas of study provides an interdisciplinary context within which school psychological services can be understood in relationship to other human service professions.

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 867 Roles and Functions in School Psychological Services
- EDPS 869 Developmental Psychopathology
- EDPS 950 Intellectual Assessment
- EDPS 951 Academic and Behavioral Assessment
- EDPS 952 Systems of Consultation in School Psychology
- EDPS 954 School Psychological Interventions
- SPED Students must complete a minimum of 6 credits in Special Education; Students who plan to complete the practicum in Child and Adolescent Therapy are advised to take SPED 942: Strategic Interventions.

PRACTICA

Didactic course work is complemented through practica which are integrated throughout the program. Practicum experiences take place in our Counseling and School Psychology Clinic (CSPC), as well as a wide array of local school, community and clinic settings. All CSPC rooms are equipped with a one-way mirror and full video capabilities, providing faculty and students alike with excellent opportunities for the direct observation of clinical sessions. A full range of psychological and educational instrumentation is also available, along with a play therapy room for working with young children. In local schools, student involvement includes, but is not limited to participating in prereferral intervention and multidisciplinary team meetings, conducting a broad range of psychological assessments, running counseling sessions for both individual students and small groups, constructing and implementing prevention programs such as social skills training, executing applied intervention research projects, and meeting the special needs of school personnel as they arise. Both the CSPC and local school placements provide opportunities to apply knowledge gained in prior course work to real world settings while under the close supervision of faculty and advanced doctoral students. During practica, students develop and refine skills in ecological-behavioral assessment and intervention procedures, including both direct (e.g., child therapy, classroom intervention) and indirect (e.g., parent training, consultation with teachers and families) services. Practicum experiences for doctoral students also include additional experiences devoted specifically to developing skills in: (a) child and adolescent therapy, (b) consultation, (c) community-based practice, and (d) supervision of school psychological services. Practica are a crucial component of the School Psychology Program and operationalize the scientist-practitioner model for students as they experience the interface between theory, empirical research, and practice.

Externship (EDPS 956) and Advanced Practicum (EDPS 997K) are optional practicum experiences. Ph.D. students may decide to complete these practicum depending upon their future goals and to increase their supervised practicum hours prior to the doctoral internship. Externship is 10 hours per week for two semesters or 5 hours per week for a full calendar year.

Students are responsible for documenting their practicum hours and submitting practicum logs to their university supervisors. The specific format required for documenting and reporting hours may differ from one practicum to the next. Ph.D. students may use a spreadsheet for recording and reporting practicum hours that can be downloaded from the following web site (<http://www.uky.edu/Education/EDP/cnpsred.html>). The spreadsheet is adapted from the standardized application form required by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for reporting pre-internship practicum hours. Early in their program of study, Ph.D. students are encouraged to log onto the APPIC website (www.appic.org) and examine the internship application to ensure that their practicum records provide sufficient information to complete the APPIC internship application in their 5th year.

Ed.S. students are required to complete 8 graduate semester hours of EDPS 957B and to complete 8 graduate semester hours of one other practicum course (either EDPS 957A or EDPS 958B). Doctoral students are required to complete 8 graduate semester hours of EDPS 957B and to complete two of the three other practicum courses (8 graduate semester hours each; EDPS 957A, EDPS 958B, or EDPS 955). Most doctoral students will complete one practicum in the third year and another practicum in the fourth year. Doctoral students also need to be sure to have at least 1,100 school hours (e.g., taking externship if necessary) before internship to meet NASP

doctoral approval requirements. (The 1,100 hours includes all hours completed in EDPS 957B, the school-based practicum.)

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 957B Clinical Practice in School Psychology: School-Based Practicum (8 credits)

STUDENTS IN THE ED.S. PROGRAM ARE REQUIRED TO COMPLETE TWO SEMESTERS (8 CREDITS) OF ONE OF THE FOLLOWING;

EDPS 957A Clinical Practice in School Psychology: Clinic-Based Practicum
EDPS 958B Practicum in School Psychology Consultation

STUDENTS IN THE PH.D. PROGRAM ARE REQUIRED TO TAKE TWO SEMESTERS (8 CREDITS) OF TWO THE FOLLOWING

EDPS 957A Clinical Practice in School Psychology: Clinic-Based Practicum
EDPS 958B Practicum in School Psychology Consultation
EDPS 955 Child and Adolescent Therapy

INTERNSHIP

All students must complete one year of internship as the culminating experience in their program. While this is normally done on a full-time basis, half-time internships are also possible. Ed.S. students must complete a minimum of 1,500 clock hours (a full nine-month school year) of internship, while Ph.D. students must complete a minimum of 2,000 clock hours (a full calendar year) of internship. All internships are supervised by both university faculty and a site-based psychologist, and must include a minimum of 600 hours of internship, or the equivalent, in the schools. (Exceptions can be made for doctoral students who have prior school-based internship experience or the equivalent). Students who complete their internship on a part-time basis must complete all internship requirements within 24 months. **Students must complete all practicum requirements before they may begin internship.**

Consistent with the goal of providing students with an opportunity to synthesize and integrate the knowledge and skills acquired in prior course work, the internship stresses a broad range of experiences across the full spectrum of school psychological services. Many doctoral students apply successfully to the Nebraska Internship Consortium in Professional Psychology (NICPP), although a wide range of other APA-approved internship options are also available. The NICPP is a Consortium of agencies (e.g., schools, hospitals, clinics) that have banded together to provide diverse and high-quality training experiences for students during their final year of graduate study. The NICPP is fully accredited by the American Psychological Association and is administered by the School Psychology Program at UNL. Additional information regarding school psychology internships is provided in a pre-internship meeting that occurs at the beginning of each spring semester. Students may not complete their internship in a setting in which they are currently employed unless appropriate arrangements are made to ensure that both the duties and supervisors for the student have both been changed.

Registering for internship credit: Students in the Ed.S. program register for credit (EDPS 958A) during the fall (3 credits), spring (3 credits), and summer (2 credits) sessions of their internship year. Students in the Ph.D. program register for credit (EDPS 959) during the second summer session (2 credits), fall (3 credits), spring (3 credits), and first summer session (2 credits) sessions of their internship year.

School psychology students have successfully obtained nationally recognized, high quality internships. In the past five years, UNL students have completed internships with:

- Children’s Hospital of Philadelphia (CHOP)
- The Devereux Institute of Clinical Training and Research in Philadelphia
- Illinois School Psychology Internship Consortium
- Kennedy Krieger Institute, John’s Hopkins School of Medicine in Baltimore
- The McLean Hospital of Harvard Medical School
- The Nebraska Internship Consortium in Professional Psychology in Omaha, Nebraska
- The Yale Child Study Center in Connecticut

POST-INTERNSHIP AND POST-DOCTORAL WORK IN NEBRASKA

In the state of Nebraska, doctoral graduates cannot work in post-doctoral positions unless they have a provisional license from the state. A doctoral student who has finished internship but has not defended his or her dissertation (i.e., has not graduated) cannot practice in clinical settings without the following credentials: Provisionally Licensed Mental Health Practitioner (pLMHP) and the Psychological Assistant. Students are encouraged to obtain these credentials while they are students in the program. A Masters Degree is required for both credentials.

THE Ed.S. PROJECT (Ed.S. STUDENTS ONLY)

Ed.S. students are required to complete a data-based project as an example of their ability to (a) apply the principles of research to solve real problems of practice, and (b) use data collection, analysis, and theory-based inference in evidence-based practice. There are four options for this data-based project:

1. a data-based case study that involves assessment, consultation, and/or intervention;
2. a planned systematic study;
3. involvement in faculty research by taking responsibility for a substantive activity; or
4. involvement in a data-based project of a practicum on-site supervisor.

Students work closely with their advisors to choose an appropriate project and conduct a project that is approved by their Ed.S. Supervisory Committee. Students must register for 6 credit hours (3 per semester) under EDPS 996A in partial fulfillment of this requirement.

COMPREHENSIVE EXAMS

Both Ed.S. and Ph.D. students are required to take the NTE Praxis II exam in school psychology. For Ed.S. students this exam constitutes one part of their Comprehensive Exam for the Ed.S. degree. The second part of the Ed.S. Comprehensive Exam is an oral defense of the Ed.S. Project that is judged to be passing by the Ed.S. Supervisory Committee. Two weeks prior to the oral defense, the student must provide the committee with a 10 to 12 page written description of the Ed.S. Project. The description should include a rationale for the project (framed by the broader school psychology literature), procedures, results, and implications.

The Ph.D. Comprehensive Exam may take many alternative formats including, but not limited to, two or more of the following: written grant proposals, comprehensive literature reviews, preparation and submission of papers for publication, written research reports, or a traditional

written exam. In every case, each student's Ph.D. Comprehensive Exam will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skill in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base related to the student's area of expertise. If the student's product has been part of work to fulfill another requirement, the student should inform the committee. The committee will decide what, if any, additional work the student needs to do before submitting a product for evaluation. The exam's format is subject to the approval of the Doctoral Advisory Committee, and its timing is arranged with the advisor.

SAMPLE PROGRAMS

Below is a listing of sample Ph.D. and Ed.S. programs. While these programs provide students with broad guides regarding course work and time lines, each student's individual program may vary from these samples depending on her/his particular training goals and academic needs.

SAMPLE DOCTORAL PROGRAM¹

YEAR ONE

Fall Semester

EDPS 867: Roles and Functions in School
Psychological services
ESPS 863: Human Behavior Analysis
EDPS 954: Interventions in School
Psychology
EDPS 950: Intellectual Assessment

Spring Semester

EDPS 952: Systems of Consultation in
School Psychology
EDPS 951: Academic and Behavioral
Assessment
EDPS 850: Child Psychology; OR
EDPS 851: Psychology of
Adolescence
SPED Elective

Summer Semester

EDPS 869: Developmental
Psychopathology
EDPS 900B: Single Case Research Design

YEAR TWO

EDPS 957B: School-Based Practicum
EDPS 941: Intermediate Statistics –
Experimental Methods
EDPS 995: Doctoral Seminar *
SPED Elective

EDPS 957B: School-Based Practicum
EDPS 942: Intermediate Statistics –
Correlational Methods
EDPS 995: Doctoral Seminar *
EDPS 854: Human Cognition &
Instruction

EDPS 948: Multicultural School
Psychology

¹ * indicates that the course cannot be waived and must be taken at UNL.

YEAR THREE***Fall Semester***

EDPS 963: Developmental Psychobiology
 EDPS 958B or 957A or 955: Practicum *
 PSYC 910: History and Philosophy of
 Psychology
 EDPS 995: Doctoral Seminar *

Spring Semester

EDPS 958B or 957A or 955: Practicum *
 EDPS 995 : Doctoral Seminar *
 PSYC 929 : Social Psychology

Summer Semester**YEAR FOUR**

EDPS 958B or 957A or 955: Practicum *
 EDPS 989: Psychology of Reading

EDPS 958B or 957A or 955: Practicum *
 EDPS 961: Cognitive Development
 EDPS 999: Dissertation *

EDPS 999: Dissertation *

YEAR FIVE

EDPS 999: Dissertation *

EDPS 999: Dissertation *

EDPS 999: Dissertation *

EDPS 959: Internship * (Doctoral)

YEAR SIX

EDPS 959: Internship (Doctoral) *

EDPS 959: Internship (Doctoral) *

EDPS 959: Internship (Doctoral) *

SAMPLE SPECIALIST PROGRAM

YEAR ONE

Fall Semester

EDPS 867: Roles and Functions in School Psychological Services
 ESPS 863: Human Behavior Analysis
 EDPS 954: Interventions in School Psychology
 EDPS 950: Intellectual Assessment

Spring Semester

EDPS 952: Systems of Consultation in School Psychology
 EDPS 951: Academic and Behavioral Assessment
 EDPS 850: Child Psychology; OR
 EDPS 851: Psychology of Adolescence
 SPED Elective

Summer Semester

EDPS 869: Developmental Psychopathology
 EDPS 900B: Single Case Research Design

YEAR TWO

EDPS 957B: School-Based Practicum
 EDPS 958B or 957A or 955: Practicum *
 EDPS 941: Intermediate Statistics – Experimental Methods
 SPED Elective

EDPS 957B: School-Based Practicum
 EDPS 958B or 957A or 955: Practicum *
 EDPS 854: Human Cognition and Instruction

EDPS 948: Multicultural School Psychology

YEAR THREE

EDPS 958A: Internship (non-doctoral) *
 EDPS 996A: EdS Research Project *

EDPS 958A: Internship (non-doctoral) *
 EDPS 996A: EdS Research Project *

EDPS 958A: Internship (non-doctoral) *

Note. “*” indicates that the course cannot be waived and must be taken at UNL.

THE MASTERS DEGREE

Students in the Ph.D. program may choose to apply for a Masters Degree in Educational Psychology. The Masters Degree is necessary before applying for the Licensed Mental Health Practitioner and Psychological Assistant credentials, which in turn may be necessary for some supervised clinical experiences later in their program (see statement about post-internship and post-doctoral work in Nebraska). The comprehensive exam for the Masters Degree is offered through the department. Students in the Ed.S. program are not permitted to apply for a Masters Degree. The timing of requirements for the Masters Degree conflicts with students' responsibilities in fulfilling requirements for the Ed.S. degree. Therefore, Ed.S. students are precluded from successfully completing both degrees.

COURSE WAIVER REQUESTS

Students in the School Psychology program may request that a course requirement be waived for their program if:

1. The student has successfully completed a very similar course and can document that the course content was essentially the same as the course required for the School Psychology program;
2. The course was for graduate credit; and
3. The student earned a grade of B or better in the course.

Not all courses in the program may be waived; courses marked with an asterisk in the sample program of studies cannot be waived and must be completed at the University of Nebraska.

To apply for a course waiver, students complete the Course Waiver form (See appendix) and attach to it some or all of the following documentation of the content of the previously taken course, and of the student's mastery of that content:

1. The syllabus for the course
2. The title page and table of contents of the text book used in the course
3. Examples of work completed as part of the course
4. Examples of work completed since the course that demonstrates continued mastery of the skills and knowledge

The waiver form and accompanying information should be given to the student's advisor. If the advisor approves the waiver, it is then given to a professor who teaches the course for consideration. In some cases, the course professor reviewing the waiver may ask a student to document his/her knowledge of the course content by completing a special project or the final examination for the course. In other cases, either the advisor or the course instructor will decide not to grant the waiver. The final waiver must be signed by both the advisor and the faculty member who teaches the course in order to be approved. Copies of all approved waivers should be kept in the student's personal records, as they will not appear on the official transcript.

Not all requests for course waivers are approved. Requests are only approved when it has been documented, to the advisor's and faculty's satisfaction, that all course content has been reviewed and mastered.

ANNUAL STUDENT REVIEW

To ensure that students progress reliably through the program, the program faculty conducts an Annual Student Review during the spring of each academic year. Criteria for ‘passing’ the annual student review include: achieving grades of B or better in all coursework; demonstrating professional and ethical behaviors consistent with the practice of school psychology; prompt completion of approved program plans; timely completion and defense of the comprehensive exam; and timely and successful completion of all supervised field experiences, including practicum and internship. With respect to the latter, students are thoroughly evaluated in all practicum and internship sites by field-based and university supervisors. Students who have deficiencies in one or more of these criteria are sent a formal letter from the Program Director describing the concern and asking that they meet with their advisor to create a plan for improvement. Students who have no deficiencies are sent a brief memo notifying them of their successful completion of the annual review. Finally, students receive a yearly evaluation letter from the faculty that summarizes their progress in the program.

STUDENT RIGHTS AND RESPONSIBILITIES

In keeping with the policies of the Department of Educational Psychology, the School Psychology Program adheres to all UNL policies regarding the rights and responsibilities of graduate students. These include the following statements from the UNL Graduate Studies Bulletin:

- Nondiscrimination Policy
- Academic Credit Policies
- Probation and Termination
- General Appeal Procedures for Academic Matters Concerning Graduate Students
- Services for Students with Disabilities
- Student Rights and Responsibilities
- Policy Statement on Rights, Privileges, and Responsibilities of Graduate Assistants and Fellowship Recipients
- Guidelines for Good Practice in Graduate Education

Students are also referred to the Principles of Academic Freedom adopted by the Associated Students of the University of Nebraska (available on the ASUN website at www.unl.edu/asun). Students working in professional contexts with children, teachers, clients, or other individuals are expected to act in accord with the Ethical Principles of the American Psychological Association (available at www.apa.org/ethics) and may be evaluated on the basis of their adherence to these principles.

PROBATION

Consistent with the policies and practices of the Department of Educational Psychology, progress of students through the School Psychology Program will be monitored and modified as students’ educational needs dictate. When students have educational or professional difficulties that interrupt their progress through the program, they will work with their advisor and supervisory committee to create and implement a plan to address the difficulties. When these attempts to rectify the situation are unsuccessful, procedures may be initiated to place the student on probation or dismiss the student from the program. The Department of Educational Psychology

procedures for probation or dismissal, and for student appeals of these decisions, are described in the Graduate Student Handbook of the Department of Educational Psychology. This handbook is available on the web at <http://cehs.unl.edu/edpsych/>

CONTINUOUS PROGRAM IMPROVEMENT

The faculty understands the importance and role of continuous evaluation of the program in preparing students to be professional school psychologists. Continuous program improvement is critical to the professional preparation of students. To this end, the UNL School Psychology program engages annually in a thoughtful, data based cycle of program assessment, evaluation, revision and renewal. The cycle begins each January when faculty collect annual program evaluation surveys from students in the program. Subsequently, the program faculty compiles student evaluation data with multiple other sources (course performance, practicum supervisor evaluations, client impact data, graduate feedback, course instructor evaluations) into a program assessment that summarizes data related to each program objective. Then, in early March, faculty members meet together in a program review meeting to reflect on the data, determine their meaning for program effectiveness and impact, and plan an appropriate response. Results of the faculty review meeting are organized into a program plan for the following year, and the School Psychology program plan is submitted to the college curriculum committee for review and comment. Early in the following fall semester, the agenda of the annual faculty retreat is structured around concerns, revisions, and suggestions from the program plan. Changes in the program are then implemented in response to the data collected and reviewed the previous spring. The cycle begins anew the following January. This evaluation cycle assures that the faculty is in continuous contact with multiple meaningful data sources so that it can evaluate the quality of training and make adjustments to the program as necessary in order to best meet the needs of its students.

3: ACADEMIC ADVISING

Once accepted into the program, students will be assigned a school psychology faculty as an academic advisor. The advisor knows the ins and outs of success at UNL and is available to students whenever they face a problem of a professional nature. Students can obtain an **advising guide** from their advisor which lists course requirements in sequence from their advisor. Most students also develop a close supportive relationship with their advisor.

It is critical that students meet with their advisor prior to beginning the first semester. The specialist and doctoral programs in school psychology are highly structured. Only by staying in close touch with their advisor will students be certain that they are taking courses in their proper sequence. Taking courses out of their proper sequence may lengthen a program by a year or more. Advisors will also assist students in determining which, if any, required courses they may waive as a result of prior graduate preparation.

Although faculty try to match students with an appropriate advisor right from the very beginning of their studies at UNL, students should feel free to request a new school psychology advisor whenever they perceive that such a change would facilitate their development as a school psychologist.

BENCHMARKS FOR THE PH.D. DEGREE IN SCHOOL PSYCHOLOGY

- Prior to arriving at UNL you will be assigned to an **advisor**. Meet with your advisor before the start of the first semester to choose courses and discuss whether any of the program requirements have already been met. Be sure to read this handbook thoroughly. If your previous undergraduate or graduate programs did not require introductory courses in statistics, research design, or measurement theory, your advisor may recommend taking one or more of these courses at UNL.
- Map out your **program plan** with your advisor during your first semester.
- Complete required **coursework**, **language tool** (usually a research methods or computer course) and your **doctoral seminar** (minimum of four semesters required). Students take doctoral seminar during their second and third years of study.
- If you have not already obtained a Masters degree, a **Memorandum of Courses** must be completed prior to completion of 18 hours. A **Masters Comprehensive Exam** will also be required prior to the date of your Masters Degree graduation.
- Form your **Doctoral Supervisory Committee** during your third year of study. The committee consists of at least four faculty (sometimes as many as six). Your committee is chaired by your advisor, may or may not have additional school psychology faculty members, and must have at least one member who is not from the Department of Educational Psychology.
- Present your **Ph.D. program of studies** to your committee for review and approval during your third year of study. This should be done within 3 weeks of forming your committee and with at least 45 credits remaining in your Ph.D. program. You should meet with your advisor

prior to the initial committee meeting to explore options for comprehensive exams. In the committee meeting, students are to present: (a) written program of studies (using the university form), (b) written curriculum vitae, (c) verbal proposal of potential comprehensive exam items, and (d) one page description of career goals and research interests. **File your approved Ph.D. program of studies** with the Graduate College.

- Have your Doctoral Advisory Committee approve a **Ph.D. Comprehensive Exam** during your third year of study. Students should complete the comprehensive exam before the end of the fall of the fourth year.
- Take the **NTE Praxis II Exam in school psychology** during year three of your program. Students are required to take the Praxis II Exam prior to beginning their comprehensive exams in the Ph.D program. Scores need to be submitted to the program prior to completion of their program coursework, prior to their comprehensives, before seeking approval for their dissertation proposal, and before applying for doctoral internship.
- Upon successfully completing the Comprehensive Exam and core coursework, students are **admitted to doctoral candidacy**. Students have 8 years from the time their program was approved to complete degree requirements. (See Graduate Bulletin for details.)
- File for **Advancement to Candidacy** with the Graduate College. Students must be advanced to candidacy prior to beginning work on their dissertation.
- Successfully **present your dissertation proposal** (the Introduction, Literature Review, and Method sections of your dissertation) to your Doctoral Supervisory Committee. The proposal must be submitted to the committee members at least 2 weeks before the committee meeting. As a rule, Doctoral Supervisory Committees will not be available to meet for dissertation proposals during June, July, and August. Your dissertation proposal must be “committee ready” before you apply for internship. (See the next bullet.)
- Complete your **internship applications** in the fall semester of the year prior to your internship year. (Students must have a proposal that is approved by their advisor, before applying for internship.) *For your applications, you will need a description of your strengths and weaknesses from the Program Director. Have your advisor send a memo to the Program Director indicating that you have a committee approved proposal before requesting that the Program Director complete the remainder of your application, and include a memo written by you and your advisor that specifies your strengths and weaknesses.* Applications for the Nebraska Internship Consortium in Professional Psychology are due in early November. Applications for other APA-accredited internship programs vary and it will be up to you to research the deadline dates for those programs to which you wish to apply. You are strongly encouraged to apply to multiple APA-accredited internship sites across the country

PROGRAM VERIFICATION OF INTERNSHIP ELIGIBILITY AND READINESS

The APPIC Application for Psychology Internship (APPI) Part 2 is the section of your internship application which requires verification of your readiness for internship from the Program Director. In order to receive a timely response from the Director to your request to fill out this section and any necessary letters of recommendation, please do the following:

1. Fill out Part 1 completely and accurately.
 2. In Part 2, fill out the “Applicant Information” as well as items 6 and 7 completely and accurately.
 3. Forward an electronic copy of your application to the Program Director. (The program director will keep it on file and will report your practicum hours to APA as a part of its yearly accreditation report.)
 4. Have your advisor send a memo or email to the Program Director indicating that you have an advisor-approved dissertation proposal. (The Program Director will not take any action until this communication is received.)
 5. Have your advisor send a description of “areas of particular strength and areas of potential further development while on internship” (taken from the application form) directly to the Program Director. This information will be used by the Director to answer question #14 in Part 2 and as the basis for any separate letters of recommendation.
 6. Provide the Program Director with names and addresses of internship directors at sites requiring a personal letter of recommendation.
 7. Please allow a week for the Program Director to return the completed form to you.
- Complete your **dissertation** and pass your **final Doctoral Supervisory Committee orals**. As a rule, Doctoral Supervisory Committees will not be available to meet for dissertation defenses during June, July, and August. Once the draft is approved by your advisor, allow 2 weeks for a dissertation to be reviewed by readers. The Oral Defense of the Dissertation will not be scheduled until readers have approved the dissertation draft. Then, submit your proposal to your entire committee and allow 3 weeks before meeting for final Oral Defense of the Dissertation.
 - Complete your **doctoral internship**, which runs a full calendar year. It may be completed half-time over a 2-year period if the internship site allows this.
 - Students wishing to present a research colloquium over an undefended dissertation as a part of a **job interview** or a conference presentation prior to graduating must work with (and under the supervision of) their advisor before they can present the data elsewhere.
 - **File necessary papers** with appropriate administrative offices by published deadlines in the semester in which you plan to graduate.

The Graduate Bulletin contains additional information regarding graduate study at UNL. You are responsible for knowing what is in the Graduate Bulletin.

BENCHMARKS FOR THE ED.S. DEGREE IN SCHOOL PSYCHOLOGY

- Prior to arriving at UNL you will be assigned to an **advisor**. Meet with your advisor before the start of the first semester to choose courses and discuss whether any of the program requirements have already been met. Be sure to read this handbook thoroughly. If your previous undergraduate or graduate programs did not require introductory courses in statistics, research design, or measurement theory, your advisor may recommend taking one or more of these courses at UNL.

- Map out your **program plan** with your advisor during your first semester.
- Form your **Ed.S. Supervisory Committee** in the second semester of your Ed.S. program. The committee consists of three faculty: (a) your advisor (chair of the committee), (b) another school psychology faculty member, and (c) a faculty member from the Department of Educational Psychology or another department who is not in the School Psychology Program.
- Present your **Ed.S. program** to your Ed.S. Committee for review and approval. File your approved Ed.S. program with the Graduate College midway through your coursework. The Graduate Studies Bulletin specifies that you “must complete at least 24 hours subsequent to approval of the program of studies” (p. 20).
- **Apply for internships** in the year prior to your internship year (normally during the winter of the 2nd year). Application deadlines for Ed.S. internship sites vary widely. You are strongly encouraged to apply to multiple internship sites.
- Complete your **Ed.S. Project**.
- Complete your **Ed.S. Comprehensive Exam** (both parts—the **Praxis II Exam** and the oral defense of the **Ed.S. Project**) before the end of your internship year. One half of the comprehensive exam is the Praxis II Exam and the other half is the defense of your educational specialist project.
- Complete your Ed.S. **internship**, which runs a full school year. It may be completed half-time over a two-year period.
- **File necessary papers** with appropriate administrative offices early in the semester and no later than the published deadlines for the semester in which you plan to graduate.

The Graduate Bulletin contains additional information regarding graduate study at UNL. You are responsible for knowing what is in the Graduate Bulletin.

FINANCIAL SUPPORT

A variety of financial supports are available to students on a competitive basis, including: (a) grant-related research assistantships, (b) graduate teaching assistantships, (c) school psychology graduate assistantships, (d) University fellowships and departmental assistantships for minorities, and (e) other University fellowships. Your advisor will be the best source of information on these matters. **To be considered for assistantships in the Department of Educational Psychology, you must apply on-line.** You can find on-line application materials under the “Financial Assistance” link on the department website (<http://cehsdept.unl.edu/index.php?Page=1021>). We also encourage you to talk to your advisor and the faculty member who is responsible for a particular assistantship.

4. SCHOOL PSYCHOLOGY FACULTY

The School Psychology faculty will be a critical factor in your graduate education. We have assembled an excellent group of experienced scholars, and we urge you to get to know each of these faculty individually. A great deal can be gained from them outside of structured classroom activities. We know that you will find the school psychology faculty to be receptive to your ideas and more than willing to join you in projects of mutual interest. Below is a brief description of each faculty, along with their interests and a few selected recent publications.

Edward Daly, Ph.D., 1992, Syracuse University. Major: School Psychology; Specialty Areas: Academic Intervention, Behavior Analysis, Functional Assessment

Dr. Daly is a Professor in School Psychology, Department of Educational Psychology. He is Editor-Elect of the *Journal of School Psychology* and has served or is serving on a number of Editorial Boards including: *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Journal of Evidence-Based Practices for Schools*, *School Psychology Review* and *Psychology in The Schools*. His research interests include intervention design for academic performance problems and academic and functional assessment. He has co-authored numerous books, chapters, and journal articles in these areas. Dr. Daly worked in the schools for 4 years as a certified school psychologist and held faculty positions at both the University of Cincinnati and Western Michigan University before coming to the University of Nebraska-Lincoln in 2002.

Selected Recent Publications

Daly, E. J., III, Martens, B. K., Skinner, C. H., & Noell, G. H. (in press). Contributions of applied behavior analysis. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (4th ed.). New York: John Wiley & Sons.

Olson, S. C., Daly, E. J., III, Andersen, M., Turner, A., & LeClair, C. (2007). Assessing student response to interventions. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp. 117-129). New York: Springer Science Inc.

Martens, B. K., Daly, E. J., III, Begeny, J. C., & VanDerHeyden, A. (in press). Behavioral approaches to education. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis*. New York: Guilford.

Daly, E. J., III, Martens, B. K., Barnett, D., Witt, J. C., & Olson, S. C. (2007). Varying intervention delivery in response-to-intervention: Confronting and resolving challenges with measurement, instruction, and intensity. *School Psychology Review*, 36, 562-581.

Gortmaker, V. J., Daly, E. J., III, McCurdy, M., Persampieri, M. J., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: Using brief experimental analysis to develop parent tutoring interventions. *Journal of Applied Behavior Analysis*, 40, 203-222.

Daly, E. J., III, Bonfiglio, C. M., Mattson, T., Persampieri, M., & Foreman-Yates, K. (2006). Refining the experimental analysis of academic skill deficits, Part II: An Investigation of

the use of brief experimental analysis for identifying reading fluency interventions. *Journal of Applied Behavior Analysis*, 39, 323-331.

Daly, E. J., III, Andersen, M., Gortmaker, V., & Turner, A. (2006). Using experimental analysis to identify reading fluency interventions: Connecting the dots. *The Behavior Analyst Today*, 7, 133-150. Available on-line at <http://www.behavior-analyst-today.com/VOL-7/BAT-7-1.PDF>

Persampieri, M., Gortmaker, V., Daly, E. J., III, Sheridan, S. M., & McCurdy, M. (2006). Promoting parent use of empirically supported reading interventions: Two experimental investigations of child outcomes. *Behavioral Interventions*, 21, 31-57.

Beth Doll, Ph.D., School Psychology, 1983, University of Kentucky. Major: School Psychology; Specialty Areas: Resilience, Prevention, School Mental Health

Dr. Doll is a Professor in the School Psychology Program. She has served on the editorial board of all three major school psychology journals, was an Associate Editor of *School Psychology Quarterly*, and has served as an officer or president of three state school psychology associations as well as Division 16 (School Psychology) of the American Psychological Association. In her most recent work, Dr. Doll is developing a resilience model of school mental health that strengthens the natural social and emotional supports in classrooms and schools. This builds on her previous work to create recess practices that minimize isolation of students on the playground, and to strengthen the decision-making and problem-solving skills of elementary school students. Her publications on issues of resilience, self-determination, the identification of emotional disabilities, and students' friendships appear in prominent national journals. Dr. Doll generally works within collaborative groups with school practitioners and other community members and involves graduate students as full members of these collaborative work groups. Her teaching interests include supervised experiences in school practice, ecological and population-based school mental health, and developmentally appropriate practice.

Selected Recent Publications

Barnett, J. E., Doll, B., Younggren, J. N., & Rubin, N. J. (2007). Clinical competence for practicing psychologists: Clearly a work in progress. *Professional Psychology Research and Practice*, 38, 510-517

Doll, B. (2008). Commentary "The Dual Factor Model of Mental Health in Youth." *School Psychology Review*, 37, 69-73.

Doll, B., & Cummings, J. (2008). Best practices in population-based school mental health services. In G. Bear and K. Minke (Eds.), *Best Practices in School Psychology (5th Edition; pp. 1333-1347)*. Bethesda, MD: National Association of School Psychologists.

Doll, B., & Cummings, J. (2008). *Transforming School Mental Health Services: Population-based approaches to promoting the competency and wellness of children*. Thousand Oaks, CA: Corwin Press in cooperation with the National Association of School Psychologists.

- Doll, B., Haack, M. K., Kosse, S., Osterloh, M., Siemers, E., & Pray, B. (2005). The dilemma of pragmatics: Why schools don't use quality team consultation practices. *Journal of Educational and Psychological Consultation, 16*, 127-155.
- Doll, B., Kurien, S., LeClair, C., Spies, R., Champion, A., & Osborn, A. (In press.) The ClassMaps Survey: A framework for promoting positive classroom environments. An invited chapter submitted to R. Gilman, S. Huebner, and M. Furlong (Eds.), *Handbook of positive psychology in the schools*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Doll, B., LeClair, C., & Kurien, S. (2008). Effective classrooms: Classroom learning environments that foster school success, (pp. 791-807). In T. Gutkin & C. Reynolds (Eds.), *The Handbook of School Psychology*. Hoboken, NJ: John Wiley & Sons, Inc.
- Doll, B., Zucker, S., & Brehm, K. (2004.) Resilient classrooms: Creating healthy environments for learning. A text in the series, *Practical Interventions in Schools*. New York: Guilford Publications.
- Nickolite, A., & Doll, B. (In press)¹. Resilience applied in school: Strengthening classroom environments for learning. *Canadian Journal of School Psychology*.
- Yetter, G., & Doll, B. (2007). The Impact of Logistical Resources on Pre-Referral Team Acceptability. *School Psychology Quarterly, 22*, 340-357.

**Merilee McCurdy, PhD; Educational Psychology, Mississippi State University, 2002;
Major: School Psychology; Specialty Areas: Academic Interventions, specifically in the
area of student writing; Assessment of Student Writing; Behavioral Pediatric
Psychology**

Dr. McCurdy is an Associate Professor in the School Psychology Program. Currently, she teaches the Academic and Behavior Assessment course and Small N Research Design. In addition, Dr. McCurdy is a licensed psychologist and is a faculty supervisor in the Counseling and School Psychology Clinic. In the Clinic, she supervises the Clinic-Based Practicum course, which provides outpatient mental health services to families in Lincoln and the surrounding communities. Dr. McCurdy serves on the editorial review boards for *School Psychology Review*, *Journal of School Psychology*, and the *Journal of Behavioral Education*. Her research and clinical interests include: (a) the development of interventions to improve academic achievement in elementary and secondary school students, specifically in the area of writing performance; (b) the evaluation of student writing assessment procedures; (c) parent involvement/parent tutoring to increase student academic performance in all academic areas; and (d) behavioral pediatric psychology. Dr. McCurdy serves as a consultant to the Nebraska Department of Education and Lincoln Public School District for response-to-intervention (RTI) procedures and implementation. She and Dr. Daly currently hold a U.S. Department of Education grant to train student leaders in RTI and are Project Directors in the Nebraska RTI Consortium.

Selected Recent Publications

- McCurdy, M., Skinner, C. H., Watson, T. S., & Shriver, M. D. (in press). Examining the effects of group contingencies on the writing performance of middle school students with learning disabilities in writing. *School Psychology Quarterly*.

¹ Both authors contributed equally to this manuscript.

- McCurdy, M., & Schmitz, S. (invited chapter under review). Evidence-Based written language programs: Developing and implementing written language intervention programs at the core, supplemental, and intervention level. In R. A. Ervin, G. Gimpel Peacock, E. J. Daly, & K. Merrell (Eds.), *The practical handbook of school psychology: Effective practices for the 21st century*. New York: The Guilford Press.
- McCurdy, M., Daly, E. J., III, Gortmaker, V. J., Bonfiglio, C. M., & Persampieri, M. (2007). Use of brief instructional trials to identify small group reading instructional strategies: A two experiment study. *Journal of Behavioral Education, 16*, 7-26.
- Gortmaker, V. J, Daly, E. J., III, McCurdy, M., Persampieri, M. J., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: Using brief experimental analysis to develop parent tutoring interventions. *Journal of Applied Behavior Analysis, 40*, 203-221.
- Persampieri, M., Gortmaker, V., Daly, E. J., III, Sheridan, S. M., & McCurdy, M. (2006). Promoting parent use of empirically supported reading interventions: Two experimental investigations of child outcomes. *Behavioral Interventions, 21*, 31-57.
- McCurdy, M., Kunz, G. M., & Sheridan, S. M. (2006). Temper tantrums. In G. G. Bear & K. M. Minke (Eds.), *Children's needs – III: Development, prevention, and intervention* (pp. 149-158). Bethesda, MD: National Association of School Psychologists.
- Sheridan, S. M., & McCurdy, M. (2005). Ecological variables in school-based assessment and intervention planning. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (pp. 43-64). New York: Guilford Press.
- Daly, E. J., III, Persampieri, M., McCurdy, M., & Gortmaker, V. (2005). Generating reading interventions through experimental analysis of academic skills: Demonstration and empirical evaluation. *School Psychology Review, 34*, 395-414.

Susan M. Sheridan, Ph.D., Educational Psychology, 1989, University of Wisconsin-Madison. Major: School Psychology; Specialty Areas: Conjoint Behavioral Consultation, Social Skills, Parental Involvement and Early Intervention, Home-School-Community Partnerships

Dr. Sheridan is a Willa Cather Professor and Professor of Educational Psychology. She is a Fellow of the American Psychological Association and immediate past Editor of *School Psychology Review* (official journal of the National Association of School Psychologists). She is the Director of the Nebraska Center for Research on Children, Youth, Families and Schools. In the past 10 years, Dr. Sheridan has received over \$12 million in grants, with current grant-funded projects in the areas of parent engagement and school readiness (funded by NICHD) and the efficacy of conjoint behavioral consultation with students with disruptive behaviors (funded by IES). Her research interests include parent-teacher (conjoint) behavioral consultation, home-school and educational partnerships, social skills intervention, and parent interventions (including early intervention). Dr. Sheridan has written several books, chapters, and journal articles on these and related topics. She serves on several editorial boards, including those of the major journals in school psychology. She is a Fellow of Division 16 of APA, and Chair of the

Futures Task Force on Family-School Partnerships. Dr. Sheridan was bestowed the 1993 Lightner Witmer award by APA's Division of School Psychology for early career accomplishments as well as the 1995 University of Wisconsin School of Education's "Outstanding Young Alumnus" award. She also received the 2005 Presidential Award from the National Association of School Psychologists, and the 1996 Utah Association of School Psychologists "School Psychologist of the Year" Award. She is Past Vice-President for Publications, Communications, and Convention Affairs of Division 16. Dr. Sheridan is President Elect of the Society for the Study of School Psychology (SSSP).

Selected Recent Publications

Garbacz, S. A., Woods, K. E., Swanger-Gagne, M. S., Taylor, A. M., Black, K. A., & Sheridan, S. M. (in press). Conjoint behavioral consultation: The effectiveness of a partnership-centered approach. *School Psychology Quarterly*.

Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (in press). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services*.

Sheridan, S. M., Warnes, E. D., Woods, K. E., Blevins, C. A., Magee, K. L., & Ellis, C., (in press). An exploratory evaluation of conjoint behavioral consultation to promote collaboration among family, school, and pediatric systems: A role for pediatric school psychologists. *Journal of Educational and Psychological Consultation*.

Erchul, W. P., & Sheridan, S. M. (Eds.). (2008). *Handbook of research in school consultation: Empirical foundations for the field*. Mahwah, NJ: Erlbaum.

Sheridan, S. M., & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York: Springer.

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**Susan M. Swearer, Ph.D., Educational Psychology, 1997, University of Texas at Austin.
Major: School Psychology, Specialty Areas: Bullying Prevention and Intervention,
Cognitive-Behavioral Interventions, Effective Treatment for OCD and other
Internalizing Disorders in Youth, and Comorbidity of Internalizing and
Externalizing Disorders in Youth**

Dr. Swearer is an Associate Professor in the School Psychology Program. She currently teaches and supervises the Child and Adolescent Therapy Practicum sequence and is the supervising professor for both the Ed.S. and Ph.D. internship cohorts. Dr. Swearer is a licensed psychologist in the state of Nebraska. She is a supervising psychologist in the Counseling and School Psychology Clinic and is the Director of the Nebraska Internship Consortium in Professional Psychology (NICPP). Dr. Swearer is on the editorial review boards for *School Psychology Review*, *School Psychology Quarterly*, and *Journal of Anxiety Disorders*. She has conducted research on the relationship between depression, anxiety, and externalizing problems for the past decade. Her research and clinical foci are interrelated and include the examination of the comorbidity of psychological disorders in children and adolescents, the relationship of internalizing psychopathology on externalizing behavior, and cognitive-behavioral interventions for youth and their families. Current research projects include a longitudinal investigation of bullying and victimization in school-age youth, an international comparative study on bullying and victimization, and the evaluation of an individually-based intervention for bullying behaviors. Dr. Swearer has taught high school special education students (behavioral and emotional disabilities) and has worked as a licensed professional counselor with children, adolescents, and families in residential treatment, inpatient, and outpatient settings. She completed her pre-doctoral internship at Boys Town in the Nebraska Internship Consortium in Professional Psychology (APA approved) in Omaha, Nebraska in 1996 and joined the School Psychology faculty at UNL in 1997.

Selected Recent Publications

Jimerson, S. R., Swearer, S. M., & Espelage, D. L., (under review). *International Handbook of School Bullying*. New York: Taylor & Francis Group.

Swearer, S. M., (in press). Commentary: Relational aggression: Not just a female issue. *Journal of School Psychology*.

Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (in press). *Bullying prevention and intervention: Realistic strategies for schools*. New York, NY: Guilford Press.

Espelage, D.L., & Swearer, S. M. (2008). Addressing research gaps in the intersection between homophobia and bullying. *School Psychology Review*, 37, 155-159.

Swearer, S. M., Turner, R. K., Givens, J. E. & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review*, 37, 160-173.

Swearer, S. M., Buhs, E., Siebecker, A. B., Love, K. B., & Miller, C. K. (2008). Bullying and peer victimization. In H. L. K. Coleman & C. Yeh (Eds.), *Handbook of School Counseling*. (pp. 673-692). New York: Taylor & Francis Group.

Swearer, S. M., Peugh, J., Espelage, D. L., Siebecker, A. B., Kingsbury, W. L., & Bevins, K. S. (2006). A social-ecological model for bullying prevention and intervention in early adolescents. In M. Furlong & S. Jimerson (Eds.), *Handbook of school violence and school safety* (pp. 257-273). Mahwah, NJ: Lawrence Erlbaum Associates.

Doll, B. & Swearer, S. M., (2005). Cognitive behavior interventions for participants in bullying and coercion. In R. B. Mennuti, A. Freeman, & R. Christner (Eds.), *Cognitive behavioral interventions in educational settings*. New York: Brunner-Routledge.

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Swearer, S. M., & Cary, P. T. (2003). Attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. *Journal of Applied School Psychology*, 19, 63-79.

COMMITMENT TO ONGOING PROFESSIONAL DEVELOPMENT OF PRACTITIONERS

The faculty makes every effort to instill in students the need for ongoing professional development throughout the course of their careers. Also, the faculty recognizes the critical need for strong local schools as an essential element to a strong training program because these schools serve as the context for students' field-based experiences. Solid relationships with local practitioners strengthen the school-based and community-based experiences of our students. Therefore, the faculty is committed to providing professional training opportunities to practitioners by conducting local training workshops and inservices. The faculty's long history of professional development activities for local practitioners is evidence of the value it places on career-long professional development.

5: STUDENT RESPONSIBILITIES

PROFESSIONALISM

Although faculty members will put forth their utmost effort to assist students during their graduate careers, students must take a large measure of responsibility for their own learning, including awareness of Graduate College and Departmental requirements. For example, it is the responsibility of students to read the Graduate College Bulletin and be aware of requirements for meeting applicable deadlines, filing forms, etc. Likewise, students are expected to take substantial initiative in seeking out knowledge and experiences that extend beyond formal classroom activities. Examples of this type of activity include visiting various agencies that provide psychological services to children, attending and participating in local or national professional organizations (e.g., American Psychological Association, National Association of School Psychologists, Nebraska Psychological Association, Nebraska School Psychologists Association), and keeping abreast of scholarly journals (e.g., *American Psychologist*, *School Psychology Quarterly*, *Journal of School Psychology*, *School Psychology Review*, *Psychology in the Schools*, *School Psychology International*, *Journal of Educational and Psychological Consultation*, *Journal of Clinical Child Psychology*). The faculty is responsible for providing students with learning opportunities that will facilitate students' professional and personal growth as a psychologist.

The school psychology faculty has a responsibility to the children, families, other professionals, and the field (expressed to a large degree through its accountability to professional organizations and accrediting agencies) to prepare school psychologists who display the highest level of ethical behavior in the execution of their responsibilities. Because the program is a professional training program, students receive instruction, encouragement, and feedback on their professional behaviors in the following areas:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Professional conduct and ethical responsibility
5. Adaptability
6. Initiative and dependability

We expect students to (a) come prepared with a solid foundation of good judgment in these areas, (b) be open and receptive to feedback in these areas during the course of their professional training, and (c) comply with established ethical standards (American Psychological Association, National Association of School Psychologists) for professional conduct and the Student Honor Code of the University of Nebraska-Lincoln (see the Graduate Studies Bulletin). Students have a responsibility to read, review, agree to comply with, and follow all ethical standards of the American Psychological Association and the National Association of School Psychologists. Students can find the APA ethical guidelines at <http://www.apa.org/ethics/code2002.html>, and the NASP ethical guidelines at <http://www.nasponline.org/pdf/PCM1100.pdf>. Because school psychology is a field that leads to certification and possible licensure, the faculty has a responsibility to continuously evaluate students' actions and professional promise in the field. Ethical misconduct and/or lack of professional promise can be used by the faculty as grounds for termination (see p. 25 of the Graduate Bulletin).

ACADEMIC DISHONESTY

Cheating, plagiarism or other violations of the UNL academic code will result in grades of '0' for the affected assignment and may result in a failing grade in the affected course. This policy is reiterated in most course syllabi for program courses. In most cases, the school psychology faculty will refer the student to the University of Nebraska Office of Student Judicial Affairs. (See the UNL Graduate Bulletin for a description of the office and the UNL Academic code.) When a student is referred to this office, sanctions may include probation, suspension, or expulsion from the program, or withdrawal of granted diplomas. The School Psychology program faculty has no influence over sanctions or decisions once a student is referred to the Office of Student Judicial Affairs.

AVAILABILITY OF PERSONAL INFORMATION

Students are required to maintain professional behavior in public life while enrolled in the School Psychology program. Personal information, opinions, or communications that students make in public, or that are posted on websites, in chatrooms, or on electronic bulletin boards should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons. In addition, students are advised to keep personal directory information private. Addresses, telephone numbers, or email addresses should never be posted on a public site where they could be accessed by actual or potential clients.

As part of this policy, faculty strongly advise students to sign the form with the UNL Registrar's Office specifying that their directory information not be included in the University of Nebraska student online directory .

FEEDBACK TO STUDENTS

The program has several mechanisms for providing feedback to students. First, students meet each semester with a program advisor who provides collective faculty feedback in these areas. Second, thanks to small class sizes, students work closely with faculty in all of their courses, including planned field experiences. Third, students receive extensive and structured feedback from field supervisors (including both university-based and field-based supervisors) on their professional behaviors as a part of their field experiences. Finally, students receive a yearly evaluation letter from the faculty that summarizes their progress in the program.

Should problems arise, program faculty will work with the student to try to resolve the problem(s). However, some violations of professional ethical codes or state and/or federal laws may result in dismissal. Student rights and responsibilities are outlined in the Graduate Studies Bulletin.

PROFESSIONAL PREPARATION THROUGH STUDENT EVALUATION

Students are evaluated in numerous ways in the program to determine whether they are meeting the program objectives and gaining the professional competencies necessary to function as specialist-level or doctoral-level school psychologists. To ensure that students progress reliably through the program, the program faculty conducts an Annual Student Review during the spring of each academic year. Criteria for 'passing' the annual student review include: achieving

grades of B or better in all coursework; demonstrating professional and ethical behaviors consistent with the practice of school psychology; prompt completion of approved program plans; timely completion and defense of the comprehensive exam; and timely and successful completion of all supervised field experiences, including practicum and internship. With respect to the latter, students are thoroughly evaluated in all practicum and internship sites by field-based and university supervisors. Students who have deficiencies in one or more of these criteria are sent a formal letter from the Program Director describing the concern and asking that they meet with their advisor to create a plan for improvement. Students who have no deficiencies are sent a brief memo notifying them of their successful completion of the annual review. All of these aspects of student evaluation contribute to the overall professional training of the student in ways that extend beyond course grades and the classroom walls of the University.

6. ADMISSIONS

The typical applicant pool for the school psychology program consists of approximately 50 candidates. Admissions decisions are based on each candidate's prior grades, GRE scores, letters of recommendation, a personal statement of professional goals, research experiences, professional experiences, and match to our program philosophy. Candidates from diverse cultural and experiential backgrounds are strongly encouraged to apply. For both the doctoral and educational specialist programs, an interview is required. On-campus interviews are preferred. To be considered for admission, all necessary application materials must be received by ***December 1***.

All students must meet University residency requirements and be available during normal working hours for both course work and supervised field experiences. Likewise, while summer coursework is possible throughout the program, much of the required course work is available only during the fall and spring semesters.

The School Psychology Program is extremely interested in recruiting qualified American ethnic minority and international students. As of this date, there are far too few psychologists of color in the field of school psychology. Interested minority students are encouraged to take advantage of the option to have their application materials reviewed by the Department's Ethnic Minority Affairs Committee by indicating their assent for this review at the appropriate point on the department's application form.

FINANCIAL SUPPORT

Newly admitted School Psychology students can apply for assistantships on a competitive basis. These include but are not limited to (a) grant-related research assistantships, (b) graduate teaching assistantships, (c) school psychology graduate assistantships, and (d) Departmental assistantships for minority students. Application deadlines for Fall semester assistantships are often in the spring prior to new students' arrival onto campus. Program advisors are the best source of information on financial support, and students should stay in close contact with their advisor immediately upon accepting the program's offer of admission. **To be considered for assistantships in the Department of Educational Psychology, students must apply on-line.** On-line application materials are available at the "Financial Assistance" link on the department website (<http://cehsdept.unl.edu/index.php?Page=1021>).

Newly admitted students are nominated for university graduate fellowships by program faculty, and fellowship awards are made on a competitive basis with all other newly admitted students in the Department of Educational Psychology. Notice of a fellowship award is mailed to students as soon as the decisions are made by the department's Graduate Committee.

JOB PLACEMENT FOR RECENT PROGRAM GRADUATES

Primary employment settings for the past six years of graduates are as follows:

Doctoral Graduates:	35%	University
	8%	Public School
	58%	Practice

Ed.S. Graduates: 100% Public School

APA MANDATED DISCLOSURE INFORMATION

As expected of a program accredited by the American Psychological Association, the UNL School Psychology Program provides the following information on its website:

Time to completion

- For the 27 graduates of the program from 2002 to 2008, the mean and modal number of years for completion of the program was 7 years.
- Faculty instituted new policies to facilitate student completion in 2005, and these have been effective. For the eleven graduates of the program in the past three years (2006 through 2008), the mean number of years for completion of the program was 6 years.

Program costs

- For students who are Nebraska residents and who enter the program in Fall 2008, tuition and fees will be \$3508 for the Fall 2008 semester and \$3508 for the Spring 2009 semester, for a total of \$7016 for the academic year.
- For students who are not Nebraska residents and who enter the program in Fall 2008, tuition and fees will be \$8744 for the Fall 2008 semester and \$8744 for the Spring 2009 semester, for a total of \$17,488 for the academic year.
- In practice, all on-campus students in the UNL School Psychology program have graduate assistantships which pay for 12 graduate semester hours of tuition each semester. Consequently, the actual cost of tuition and fees for students who are Nebraska residents is \$659 (\$238 for the 13th credit hour of tuition and \$421 in university fees) for the Fall 2008 semester and \$659 for the Spring 2009 semester, for a total of \$1318.
- All on-campus non-resident students have graduate assistantships and also have an August Edgren Tuition Fellowship which qualifies them for reduced tuition. Consequently the actual cost of tuition and fees for non-resident students is \$767 (\$356 for the 13th credit hour of tuition and \$421 in university fees) for the Fall 2008 semester and \$767 for the Spring 2009 semester, for a total of \$1534.

Internships

- All 27 graduates of the program between 2002 and 2008 obtained paid internships as part of their program.
- Of these, 26 graduates obtained internships through APPIC member sites; their internships were also APA accredited.
- All 27 graduates completed internships that conformed to the CDSPP guidelines, and
- All 27 graduates completed their internships on a one-year, full-time basis.

Attrition

- Since 2002, 17 students have failed to complete the program once they matriculated. This represents an attrition rate of 22%.
- Of these students, 9 transferred to and completed the Educational Specialist program in School Psychology and 4 students completed a Masters Degree in Educational Psychology. One student transferred to a professional school psychology program in another state. The remaining 3 students left the study of professional psychology without a degree.

Licensure

- Of the 27 graduates of the UNL School Psychology program since 2002, 17 are currently licensed as psychologists in the state where they reside, for a licensure rate of 63%.
- An additional 4 graduates report that they are in the process of securing licensure as psychologists but have not yet completed all post-degree requirements of their state licensing boards.