School Psychology (PhD)

https://education.uoregon.edu/spsy/graduate/phd (https://education.uoregon.edu/spsy/graduate/phd/)
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The doctoral program is accredited by the American Psychological Association and the National Association of School Psychologists, and approved by the Oregon Teachers Standards and Practices Commission for the educational licensure of school psychologists in the state of Oregon.

Graduates of this program meet school psychologist licensure requirements through the Oregon Teacher Standards & Practices and are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists. Additionally, the doctoral program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners.

Upon completion of doctoral training in school psychology at the University of Oregon, students will be prepared for a variety of careers in the field including careers in university teaching, research, leadership, and provision of school psychological services. This preparation involves completion of eight objectives that are reflective of our mission, values, and program philosophy. Each objective is linked to specific competencies which delineate specific behaviors students will engage in to demonstrate mastery of an objective.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Master basic foundational knowledge in the fields of psychology and education.
- Develop expertise in planning and conducting applied research in psychology and education.
- Demonstrate proficiency in professional writing and scholarly analysis.
- Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.
- Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.
- Develop skills in supervision of school psychology services.
- Demonstrate skills in leadership and professional service.
- Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

School Psychology Major Requirements

The doctoral program includes an individualized plan of study with 160 credits minimum, culminating in an original research dissertation, a predoctoral internship, and the doctor of philosophy (PhD) degree. Students may enter the doctoral program with or without a master's degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program.

The program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners, as well as state certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

Completion of the Ph.D. program in School Psychology at the University of Oregon requires a minimum of 160 credit hours, including coursework, practicum, and a 1,500 clock hour internship. This program typically requires four years of full-time study on campus for completion of coursework and practica, plus a full-time internship that is completed during the fifth year of the program. All students in the Ph.D. program complete comprehensive exams and a dissertation.

Code	Title	Credits
PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS		**33**
Theories of Learning and Instruction		8
EDUC 654	Advanced Applied Behavior Analysis	
SPED 660	Design of Instruction	
History of Psychology		3
CPSY 607	Seminar: [Topic]	
or CPSY 605	Reading and Conference: [Topic]	
Individual Differences in Behavior		3
Select one of the following:		
SPED 515	Diversity and Special Education	
CPSY 615	Counseling Diverse Populations	
Human Development		3
CPSY 621	Lifespan Developmental Psychology	
Psychopathology		4
SPSY 650	Developmental Psychopathology	
Biological Aspects of Behavior		4
SPSY 652	Biological Aspects of Behavior	
Cognitive Aspects of Behavior		4
SPSY 651	Cognitive-Affective Aspects of Behavior	
Social Aspects of Behavior		
CPSY 635	Social Aspects of Behavior	
MEASUREMENT AND ASSESSMENT		**16**
SPSY 671	Behavioral Assessment	
SPSY 672	Intellectual Assessment	
SPSY 674	Educational Assessment	
One additional course on measurement & assessment		
STATISTICS AND RESEARCH		**49**
Statistics and Research Design		23
EDUC 614	Introductory Statistics for Practitioners I	
EDUC 640	Introductory Statistics for Practitioners II	
SPED 626	Grant Writing	
EDUC 650	Single-Subject Research Methods I	
EDUC 652	Single-Subject Research Methods II	
One additional course on statistics and research		
Application of Research Skills: Dissertation Research		26
SPSY 603	Dissertation	

SPSY 601	Research: [Topic] (Research team experience or independent research)	
PRACTICE OF SCHOOL PSYCHOLOGY		**53**
Consultation		8
SPSY 630	Introduction to Consultation	
SPSY 632	Advanced Consultation	
Academic and Social Behavioral Interventions		15
SPSY 631	Academic and Behavioral Interventions	
SPED 540	Early Literacy for Diverse Learners	
CPSY 611	Counseling Skills	
CPSY 625	Child and Family Interventions	
Teaching and Supervision		7
SPSY 662	Foundations of Clinical Supervision	
Additional credits approved by program		
Professional Standards and Ethics		10
SPSY 661	Principles and Practices in School Psychology	
SPED 528	Special Education Law	
SPSY 663	Professional Ethics	
PRACTICUM EXPERIENCES (480 clock hours minimum)		13
Field Studies (80 clock hours minimum)		
Prior to completing the Integrated Practicum, students will enroll in two terms of SPSY 695 Field Studies (one credit per term) to gain applied experience engaging in several specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework including assessment and consultation. Students enrolled in Field 52 Studies are expected to work approximately 3 hours per week at their assigned site, plus one hour of group supervision (total of 4 hours per week per term).		
School-Based Practicum (360 clock hours minimum)		9
SPSY 698	School-Based Practicum ((Fall quarter, 120 clock hours))	
SPSY 698	School-Based Practicum ((Winter quarter, 120 clock hours))	
SPSY 698	School-Based Practicum ((Spring quarter, 120 clock hours))	
Community Agency Practicum (40 clock hours minimum)		2
SPSY 609	Terminal Project (Practicum Academic Intervention Clinic (Summer quarter))	
INTERNSHIP EXPERIENCE (1,500 clock hours minimum)		**9**
SPSY 605	Reading and Conference: [Topic] (Pre-Internship Planning & Advisement enrollment in year prior to internship)	8
SPSY 699	Internship (enrollment during final term of internship)	1
Total minimum credits required		**160**