School Psychology Program
2013-2014 Information Brochure

Mission and Values

The primary mission of the University of Oregon School Psychology Program is to prepare our students to become leaders and innovators in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the field of school psychology at the state, national, and international levels. Our recruiting and training focus has been primarily on our doctoral program; however, we are growing our masters-level program in school psychology. We are particularly known for and seek to maintain our strong emphasis on state-of-the-art applied research and development efforts in the field of education. Through these efforts, our faculty, students, and alumni help to improve systems of service in schools, and to produce improved outcomes for children, youth, and their families. Our scientist-practitioner program values linkages across disciplines and systems, and opportunities for such linkages are built into the program requirements. We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. We also value the empowerment of our students, and the perpetuation of a highly collegial program environment, where we strive for positive and cooperative professional relationships among faculty, among students, and between faculty and students.

Thank you for your interest in the University of Oregon School Psychology Program. Our nationally-recognized program provides outstanding opportunities for students who are interested in receiving state-of-the-art training in School Psychology. This scientist-practitioner program operates within a cutting-edge environment that fosters innovation, collegiality, and close mentoring by world-class faculty. If you are interested in a behaviorally-oriented training program that focuses on evidence-based practices for prevention and intervention of learning and behavioral problems, this program is for you!

Our program operates on a quarter rather than traditional semester schedule, with 3 quarters per academic year, plus a summer session. We offer a 165 credit hour Ph.D. degree, and a 92 credit hour M.S. degree. The doctoral program, typically takes 6 years to complete, including a 1-year internship. Students admitted into the doctoral program who have previously earned a specialist or master’s degree in school psychology may be able to complete the program in 3 years. The master’s program typically takes 3 years of full-time study to complete, including a 1-year internship experience.

Our doctoral program is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242; 202/336-5979; www.apa.org). The doctoral program also has program approval from the National Association of School Psychologists (4340 East West Highway, Suite 402, Bethesda, MD 20814; 301/657-0270; www.nasponline.org). Both our doctoral program and master’s program are also approved by the Oregon Teachers Standards and Practices Commission (465 Commercial Street NE, Salem, OR 97301; 503/378-3386; www.tspe.state.or.us) for the educational licensure of school psychologists in the State of Oregon.

Our program recently received approval to offer a pre-approved course sequence for the coursework and field experience requirements related to the Behavior Analysis Certification Board (www.bacb.com).

Approximately 30 students are currently enrolled in the program, with about two-thirds enrolled in the doctoral program. Our students typically enter with backgrounds in psychology, education, and/or special education. They represent diverse areas of the United States, several other nations, and vary in age, ethnic and cultural background, and prior experiences.

Approximately 20,000 undergraduate and graduate students attend the University of Oregon, which has over 1,400 teaching and research faculty. The University is located in Eugene, the hub of a metropolitan area with a population of approximately 350,000. Nestled at the southern end of the beautiful Willamette Valley about 100 miles south of Portland, the University is only a one-hour drive to the Pacific Ocean and less than an hour’s drive to the Cascade Mountains. The temperate climate and unparalleled geographic diversity and beauty of this area provide for a wonderful outdoor-oriented environment in which to live and work. In addition to the beautiful physical location of the University of Oregon and the tremendous outdoor recreation possibilities, the University and surrounding community
provide outstanding cultural opportunities, including the Oregon Bach Festival, the Oregon Festival of American Music, the Oregon Country Fair, Eugene’s Saturday Market, and NCAA Division-I-A athletic teams. In addition, Eugene is a popular stop for a wide range of national touring performing artists, with a wide range of venues.

Program Philosophy

We are behaviorally-influenced in our theoretical and philosophical orientations, meaning we focus on observable relations that require low-level inferences. Within this general framework, our individual theoretical orientations range from behavior analytic to ecological systems. From these perspectives we strive to train school psychologists as scientist-practitioners, with a data-oriented problem-solving emphasis. Our program is intervention-focused, training graduate students to conduct and evaluate research and to deliver evidence-based interventions to children and youth in schools and in related settings within a behaviorally-oriented perspective and at a variety of levels. These levels of service delivery and intervention include (a) with individuals, (b) within small groups and classrooms, and (c) across entire schools and systems. Although the program prepares graduates to provide effective evidence-based services to individuals and groups who have a wide variety of needs, problems, or deficits, we particularly value primary prevention and early intervention approaches, which seek to provide universal screening and prevention services to all students in school settings, and to detect and intervene early before problems become severe. This emphasis supports an outcomes-driven model of service delivery, which is focused on health rather than pathology, and is focused on desired outcomes rather than on problems.

The School Psychology Program is housed within the Special Education and Clinical Sciences Department of the College of Education. Our students take coursework from faculty across the College’s programs and from other departments outside the College (e.g., Psychology). In addition, the College of Education houses several research centers that provide opportunities for faculty and students. Some of the centers where our students and faculty are involved include Educational and Community Supports, the Institute on Violence and Destructive Behavior, Center on Teaching and Learning, and the Institute for Development of Educational Achievement. The 2012 “Best Graduate Schools” edition of U.S. News and World Report ranked the University of Oregon’s College of Education as the 8th best graduate college of education in the nation, the 3rd highest ranked college of education at a public university, and the first overall for faculty productivity per faculty member in funded research.

Coursework Domains

Our students take coursework within several general domains, including Psychological and Educational Foundations, Measurement and Assessment, Statistics and Research, Methods of School-Based Intervention, Professional School Psychology, and Practicum and Internship Experiences. A complete list of current program requirements and our web-based graduate student handbook is located within the program’s website at http://education.uoregon.edu/program/school-psychology.

Research Opportunities

Students who attend the University of Oregon find themselves in one of the top applied educational research centers in the world. The nationally-recognized faculty in the School Psychology program and in other graduate programs in the College of Education direct projects that are on the cutting edge of applied research in education. These projects encapsulate a wide range of innovative activities designed to promote development and educational success in children, adolescents, and their families. Program faculty maintain active research programs in functional behavior assessment, assessment of early literacy growth, positive behavioral supports, development and intervention of antisocial behavior, early intervention in children with autism and other developmental disabilities, and fostering school-family partnerships.

The special opportunities provided by one of the nation’s top research Colleges of Education are enhanced further by collaboration with other nationally recognized research centers in the community. The Oregon Social Learning Center (OSLC) is a private research and service center that provides research and intervention opportunities with a wide range of children and families, from understanding the normal development of children to treating youth with severe conduct disorders. The Oregon Research Institute (ORI) has been conducting human services research for over 40 years and has more than 35 active research projects, ranging from studies of smoking prevention and cessation to community-based interventions to promote positive child and adolescent development. The UO School Psychology Program has historical partnerships and opportunities for collaboration with these and other research centers in our community.

Valuing Diversity

We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. American public schools reflect the rapidly increasing cultural, linguistic, and ethnic diversity of our nation, and we believe that it is essential for school psychologists to be prepared to be effective with students from a diversity of backgrounds. We are interested in recruiting students from a variety of ethnic and cultural backgrounds to our program. There are particular opportunities for our students to work in public schools and on research projects where Spanish language competency and interest in working with Latino children and their families is of particular importance. This group is the most rapidly growing ethnic minority in Oregon and the surrounding region. Thus, we can provide specially-targeted training opportunities for students who have Spanish language skills, and/or knowledge and interest regarding Latino cultural issues. Additional information regarding diversity in our program, and a list of diversity resources are located on our program’s website at http://education.uoregon.edu/program/school-psychology.

Admission Information

Application materials are available on the program’s website: http://education.uoregon.edu/program/school-psychology. Completed applications must be submitted by January 5, to be considered for admission the following September. Faculty will review completed applications shortly after the January 5 deadline. Applicants are evaluated on: (1) academic record, (2) letters of recommendation, (3) previous related work or experiences, (4) the applicant’s written statement of purpose, (5) Graduate Record Examination (GRE) test scores, and (6) passing scores on the National Evaluation Series (NES) Essential Academic Skills test: reading, writing, and mathematics subtests. After the initial file screening, finalists will be selected and invited for on-campus interviews on February 6 and 7, 2014. Offers of admission will be made following the on-campus interview process. We typically receive approximately 75-100 applications annually, and 8-12 new students typically enter the program each year.

Web Sites

The School Psychology Program website is located at http://education.uoregon.edu/program/school-psychology. The College of Education website is located at http://education.uoregon.edu. The University of Oregon main home page is located at http://www.uoregon.edu.
Financial Aid

Graduate students are eligible for several sources of possible funding, including (a) available training grants, (b) graduate teaching and research fellowships, and (c) scholarships and research awards. Graduate fellowships provide a modest salary (ranging from approximately $7,000-$15,000 per academic year, depending on the level of FTE), and all instructional fees, not including student fees. Some travel funds and special scholarships are available for recruiting students from ethnic minority groups. Additional information on University scholarship and loan programs is available through the Office of Student Financial Aid and Scholarships, http://financialaid.uoregon.edu.

Deadlines for University financial aid applications typically are prior to February 1.

Core Program Faculty

S. Andrew Garbacz, Ph.D. (University of Nebraska-Lincoln, 2010). Assistant Professor of School Psychology. Background: Dr. Garbacz is a graduate of an APA-accredited and NASP-approved school psychology program. He joined the UO faculty in 2012 after postdoctoral fellowships with the Nebraska Center for Research on Children, Youth, Families and Schools, and the Munroe-Meyer Institute at the University of Nebraska Medical Center. He is a Nationally Certified School Psychologist, and holds Nebraska certification as a school psychologist. Current Activities: Dr. Garbacz is an assistant professor in the school psychology program, is a research scientist with the Child and Family Center, and conducts editorial reviews for the Journal of School Psychology. Teaching Interests: school consultation; ethics in school psychology; school psychologist roles; school-family partnerships. Research Interests: school-based collaborative consultation; school-family partnerships; indirect service delivery in schools within a three-tiered framework. E-Mail: andyg@uoregon.edu

Roland H. Good III, Ph.D. (University of Nebraska-Lincoln, 1985). Associate Professor of School Psychology. Background: Dr. Good is a graduate of an APA and NASP-accredited program in School Psychology and has 3 years experience as a school psychology practitioner. Dr. Good also has teaching certification and teaching experience in both general and special education. Current Activities: Dr. Good heads a research team investigating early literacy skills and reading assessment. He has been at the University of Oregon since 1988. He has served on the editorial boards for School Psychology Review, School Psychology Quarterly, and The Journal of Special Education. Teaching Interests: tests and measurement in education; statistics and research design. Dr. Good received the College of Education’s 2009 Distinguished Teaching Award. Research Interests: reading and early literacy assessment and interventions for academic learning problems. E-Mail: rhgood@uoregon.edu

Chad Harrison, Ph.D. (University of Oregon, 2013). Practicum Coordinator and Instructor of School Psychology. Background: Dr. Harrison is a graduate of an APA-accredited and NASP-approved school psychology program. He is also a TSPC licensed school psychologist in the state of Oregon. Prior to joining the faculty in the UO school psychology department, he practiced in school districts in the Eugene area and across Lane County for six years. Current Activities: Dr. Harrison consults with local school districts for traumatic brain injuries through the Center on Brain Injury Research and Training, and in researching school-based behavioral interventions. Teaching Interests: psycho-educational assessment, clinical supervision, consultation, and positive behavior support. Research Interests: School-based systems of behavioral support. E-Mail: charrisso@uoregon.edu

Tiffany Kodak, Ph.D., BCBA-D (Louisiana State University, 2006). Associate Professor of School Psychology. Background: Dr. Kodak has a degree in School Psychology, is a licensed psychologist in the state of Nebraska, and is a Board Certified Behavior Analyst. Dr. Kodak was a faculty member at the University of Nebraska Medical Center (UNMC) and the Director of Early Intervention in the Center for Autism Spectrum Disorders at UNMC prior to joining the UO faculty in 2011. Current Activities: Dr. Kodak’s research team investigates academic and behavioral interventions for children diagnosed with autism spectrum disorders. Dr. Kodak currently serves on the editorial boards for Journal of Applied Behavior Analysis, and The Analysis of Verbal Behavior. Teaching Interests: behavioral assessment; academic and behavioral interventions; applied behavior analysis; professional ethics; autism and related disorders. Research Interests: increasing instructional efficiency; emergent relations; reading interventions; computer-assisted instruction; conditioning praise as a reinforcer; maintenance and generalization of newly acquired skills. E-Mail: tkodak@uoregon.edu

Laura Lee McIntyre, Ph.D., BCBA-D (University of California, Riverside, 2003). Associate Professor and Director of School Psychology. Background: Dr. McIntyre joined the UO faculty in 2009 after 6 years in a school psychology faculty position at Syracuse University. She is a Board Certified Behavior Analyst (BCBA), certified school psychologist, and licensed psychologist. Current Activities: Dr. McIntyre is the Director of the School Psychology Program and Research Scientist at the Child and Family Center at UO. She is an Associate Editor for the American Journal on Intellectual and Developmental Disabilities and the Journal of Mental Health Research in Intellectual Disabilities. She is funded by the National Institutes of Child Health and Human Development to conduct research in parent training, education, and support in families with young children with autism and other developmental delays. Teaching Interests: consultation; behavioral assessment and intervention; child development. Research Interests: early identification and treatment of young children with or at-risk for developmental and behavioral disorders; transition to school; family well-being and parent-professional partnerships. E-Mail: lilmcinty@uoregon.edu

Special Education Doctoral Faculty

By special arrangement with the UO’s special education program, their doctoral faculty work closely with our school psychology students, and may serve as dissertation co-chairs, co-advisors, and members of comprehensive examination committees. Because the UO special education program is recognized as one of the best in the nation (ranked 3rd in the nation in the 2012 U.S. News and World Report ratings of graduate schools), this arrangement provides a tremendous opportunity for our students to work with a larger cadre of internationally-recognized experts in the field. The affiliated special education doctoral faculty include:

Richard W. Albin, Ph.D. (Oregon, 1986). Senior Research Associate and Associate Professor of Special Education. Research design; programming and instruction; instructional technology; applied behavior analysis.

Brigid Flannery, Ph.D. (Oregon, 1992). Senior Research Associate and Associate Professor of Special Education. Transition for young adults with disabilities; post-secondary education; positive behavioral supports.

Beth Harn, Ph.D. (Oregon, 2000). Associate Professor of Special Education. Instructional decision making; prevention and early intervention for students with reading difficulties; improving consultation practices of school psychologists.

Robert Horner, Ph.D. (Oregon, 1978). Professor of Special Education, Director, Educational and Community Supports. Functional behavior assessment; school-wide behavior management; education of students with severe disabilities; generalization and maintenance of stimulus control.

Edward J. Kame‘enui, Ph.D. (Oregon 1980). Professor of Special Education; Director, Institute for the Development of Educational Achievement; Director, Center on Teaching and Learning. Design of instruction; relationships between student achievement and instructional design.
Wendy Machalicek, Ph.D., BCBA-D
(University of Texas-Austin, 2008). Assistant Professor of Special Education. Assessment, consultation, and intervention with caregivers and teachers of children with autism spectrum disorders.

Kent McIntosh, Ph.D. (Oregon, 2005). Associate Professor of Special Education. Positive behavior support; school systems change; sustainability of evidence-based interventions in schools.

Christopher Murray, Ph.D. (University of Washington, 1998). Associate Professor of Special Education. Secondary special education; behavior and learning disorders; school-community transition.

Jeffrey Sprague, Ph.D. (Oregon, 1990). Professor of Special Education and Co-Director, Institute on Violence and Destructive Behavior. Applied behavior analysis; severe behavioral disorders; school safety and school violence prevention; special education teacher training; school-to-work transition; social integration.

Jane Squires, Ph.D. (Oregon, 1988). Professor of Special Education; Director, University Center for Excellence in Developmental Disabilities; Director, Center on Human Development. Early intervention; social-emotional screening; assessment, and intervention with young children and their families.

Tuition Information

For the 2012-2013 academic year, Resident/in-state tuition and basic student fees total $5,483.25 per academic quarter (Fall, Winter, Spring) for 9-16 credits or $16,449.75 for the academic year. Non-resident/out-of-state tuition and basic student fees total $7,598.25 per quarter (Fall, Winter, Spring) for 9-16 credit hours, or $22,794.75 for the academic year. Some additional student fees may be assessed with registration. For current cost estimates go to http://registrar.uoregon.edu.

Housing Information

Information regarding graduate residence halls and student family housing may be obtained by visiting the Housing Office’s website: http://housing.uoregon.edu

For More Information Contact:

Dr. Tiffany Kodak, School Psychology Program Director, (tkodak@uoregon.edu; 541-346-4344), any of the other core program faculty; or Melissa Finch, the program’s Admissions Secretary (melissaf@uoregon.edu; 541-346-2146).

The University of Oregon is an equal opportunity and affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.