

**SCHOOL PSYCHOLOGY  
M.S. STUDENT HANDBOOK  
2019-2020 Academic Year Revision**



**School Psychology Program  
5208 University of Oregon  
Eugene, Oregon 97403-5208  
<https://education.uoregon.edu/spsy>**

***Core Program Faculty:***

**Ben Clarke, Ph.D.**

**Hank Fien, Ph.D.**

**Nicole Giuliani, Ph.D.**

**Laura Lee McIntyre, Ph.D., BCBA-D**

**Geovanna Rodriguez, Ph.D.**

**Angela Whalen, Ph.D., NCSP**

## CONTENTS

WELCOME LETTER .....	1
INTRODUCTION .....	2
Mission and Values .....	2
Program Philosophy .....	2
Program Overview .....	2
Tk20 Data Management System .....	3
PROGRAM GOALS AND COMPETENCIES .....	5
Goals .....	5
Competencies .....	5
PROFESSIONAL BEHAVIOR .....	7
COMMUNICATION WITHIN THE PROGRAM .....	8
STUDENT ADVISING .....	8
Model of Advising .....	8
Advising Assignments .....	8
Changing Advisors .....	9
Content and Timelines of Advising .....	9
Advisor Obligations .....	9
Advisee Obligations .....	9
Secondary Advisors .....	9
COURSEWORK OVERVIEW .....	10
Domains .....	10
Psychological & Educational Foundations .....	10
Measurement & Assessment .....	11
Statistics & Research .....	11
Practice of School Psychology .....	11
Internship Experience .....	11
PRACTICUM TRAINING .....	11
Field Studies .....	12
Community Agency Practicum .....	12
Integrated Practicum .....	12
Practicum Evaluation Process .....	14
Remediation Contract .....	14
INTERNSHIP TRAINING .....	14
Internship Registration .....	14
Internship Stipends .....	15
Expectations & Selection Procedures for Master's Program Internship Sites .....	15
General Expectations for Selection of Internships .....	15
Internship Supervisors .....	16
Written Internship Plan .....	16

Internship Evaluation Process.....	17
Remediation Contracts.....	19
MASTER’S DEGREE REQUIREMENTS ESTABLISHED BY THE GRADUATE SCHOOL ...	19
STUDENT ACTIVITIES SUMMARY AND PROFESSIONAL COMPETENCIES PORTFOLIO	20
TESTING REQUIREMENTS .....	20
TEACHING OPPORTUNITIES .....	21
Graduate Teaching Fellowships (GTFs).....	21
Supervised College Teaching and Supervision.....	23
STUDENT EVALUATION PROCEDURES .....	24
Quarterly Review .....	24
Annual Student Review and Evaluation .....	25
Annual Evaluation Outcomes and Notification .....	25
Failure to Make Adequate Progress.....	25
Notification Process for Student Dismissal .....	26
DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES .....	26
Mediation and Conflict Resolution .....	27
Other Resources .....	27
Formal Academic Grievance Procedures.....	27
STUDENT PARTICIPATION IN PROGRAM GOVERNANCE.....	27
General Student Governance .....	27
School Psychology Student Representatives .....	28
Student Representative to OSPA .....	28
Faculty Appointed Student Leadership Positions .....	29
STUDENT INSURANCE .....	30
SUPPORT SERVICES AND ACCOMMODATIONS.....	30
STUDENT RECORDS.....	30
MATERIALS LIBRARY .....	31
STATEMENT ON ACADEMIC DISHONESTY.....	31
FILING A PROGRAM PLAN .....	32
Course Substitution Policy.....	33
SWITCHING DEGREE PROGRAMS WITHIN THE UO SCHOOL PSYCHOLOGY PROGRAM..	34
APPENDIX A: Master’s Degree Requirements .....	36
APPENDIX B: Master’s Degree Program Competencies .....	39

APPENDIX C: M.S. Student Annual Activity Summary.....	42
APPENDIX D: Course Sequence.....	48
APPENDIX E: TSPC Licensure Checklist.....	49

## WELCOME!

Welcome to the School Psychology Program at the University of Oregon (UO). We are pleased that you have joined us in our nationally recognized program, and we look forward to working with you. Our program has a long and distinguished history of making major contributions to the fields of psychology and education, both nationally and internationally. We are particularly proud of our tradition of training leaders and innovators in our field, and of the success of our graduates. We also value greatly the collegial, collaborative, and supportive climate that exists in our program. You have been selected as a student in our program because of your prior distinguished record of accomplishments and because of our confidence in your potential to become a successful part of the legacy that the UO program has created and enjoyed.

The children of our nation represent our future, and their education is of paramount importance. In the UO School Psychology Program you will have the opportunity to obtain the knowledge, skills, and tools necessary to make significant contributions to the education of our children, at the local, regional, and national levels. Through our behaviorally-oriented, prevention and intervention-focused training model we aim to provide our students with cutting-edge experiences in their coursework, practicum and internship experience, and through their participation in research teams.

This handbook is designed to assist you in having a successful experience in our program. It contains detailed descriptions of all of the key operating procedures and policies of the program. In addition, the degree requirements for the M.S. in School Psychology are included in Appendix A. This handbook is an essential tool that you should become very familiar with as you navigate your graduate school experience.

In addition to this handbook, our program website at <https://education.uoregon.edu/spsy> includes additional information regarding the program, such as news, faculty profiles and contact information, and resources. Many of the forms and related resources that are described in this handbook are available as downloads or links on the website.

We are glad that you have joined us, and we look forward to working with you during your time as a graduate student.

Regards,

Ben Clarke, Ph.D.

Associate Professor and Director, School Psychology Program

## INTRODUCTION

### Mission and Values

The primary mission of the University of Oregon School Psychology Master's Program is to prepare our students to become *skilled practitioners and leaders* 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 fields of school psychology and education at the state, national, and international levels. 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 improve 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.

### 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 social-interactional theory. 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 academic and behavioral 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.

### Program Overview

The UO School Psychology Program offers a Doctor of Philosophy (Ph.D.) degree and a Master of Science (M.S.) degree in School Psychology. Both our doctoral and master's programs are approved by the Oregon Teacher Standards and Practices Commission<sup>1</sup> (TSPC), which oversees the educational licensure of school psychologists in Oregon. The doctoral program is accredited by the American Psychological Association<sup>2</sup> (APA). Both the doctoral and master's programs are approved by the National Association of School Psychologists<sup>3</sup> (NASP).

Although the Oregon University System does not currently provide a mechanism for awarding a specialist (Ed.S.) degree, the University of Oregon master's program is designed as a specialist-level program of study. The master's program requires 3 years of full-time study, completion of a minimum of 92 (quarter) credit hours of program coursework, including a sequence of supervised field experiences, practica, and a 1,200-hour internship.

Students who complete the master's program and pass the required licensure tests are eligible for the Oregon TSPC Initial School Psychologist License, as well as a School Psychologist License or Certification in most other states. Students who complete the master's program are automatically eligible for the Nationally Certified School Psychologist (NCSP) credential offered by NASP.

This program manual describes the elements of our M.S. program in School Psychology including training objectives, coursework requirements, evaluation plans, procedural issues, and timelines.

### **Tk20 Data Management System**

We are pleased that the College of Education has purchased Tk20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance academic programs and students' experience in the College of Education. The Tk20 system allows us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the Tk20 system provides tools to facilitate academic success and professional development, such as:

- Building course and licensure-related products
- Submitting important work and receiving feedback online
- Creating electronic portfolios for sharing work
- Creating and storing records of licensure/certification activities
- Actively participating in advising activities related to program completion and licensure

College of Education students need to subscribe to the program to access Tk20. Upon arrival on campus, you will be provided a Tk20 Student Access Kit. Tk20 is a data management system used by the College of Education for all TSPC licensure programs. You will use this system quite a bit during practicum and internship experiences. The College pays for student accounts, and the Tk20 Student Access Kit provides you the code needed to activate your account. Information about how to access your kit will be provided during welcome week, and then you will need to activate your account online prior to the start of the fall term. The cost to activate your Tk20 student subscription is *one-time only*.

---

<sup>1</sup> Oregon Teacher Standards and Practices Commission, 250 Division Street NE, Salem, OR 97301; (503) 378-3586; <http://www.oregon.gov/tspc>

<sup>2</sup> Commission on Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; (202) 336-5500; [www.apa.org](http://www.apa.org)

<sup>3</sup> National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814; (301) 657-0270; <http://www.nasponline.org>



## **PROGRAM GOALS AND COMPETENCIES**

### **Goals**

Our primary goals, reflective of our mission, values, and program philosophy, are to support all students to develop and demonstrate the following: (1) mastery of foundational knowledge in psychology and education, (2) demonstrate proficiency in planning and participating in applied research, (3) demonstrate proficiency in professional writing and scholarly analysis, (4) demonstrate proficiency in the delivery of psychological services in diverse school settings, (5) demonstrate skills in leadership and professional service, and (6) develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

### **Competencies**

Each goal area listed above is linked to specific competencies which delineate the behaviors students will engage in to demonstrate mastery. As students progress through the program, they develop and document their progress toward meeting the competencies in an annual activities summary and portfolio which is reviewed by program faculty each year. The School Psychology faculty view the following competencies as key skill areas to be attained by all students in the master's program prior to graduation (see also Appendix B for competencies).

#### ***1. Mastery of foundational knowledge in psychology and education.***

- a. Document completion of all courses listed in the Psychological and Educational Foundations domain of the program requirements, with a grade of B- or higher.
- b. Submit a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. If the paper was completed as part of a course, the student must document receiving a grade of B- or higher; if the paper was completed independently, then a member of the school psychology faculty must read and approve the paper.

#### ***2. Develop expertise in planning and participating in applied research in psychology and education.***

- a. Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed in addition to the study designed for this requirement. Studies will either be completed as part of a course and receive a grade of B- or higher or developed as part of a research team and approved by the supervising faculty member.
- b. Assist with an empirical research study or conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass).

- c. Successful completion of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research.

**3. *Demonstrate proficiency in professional writing and scholarly analysis***

- a. Prepare a written review of at least one professional publication (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member.
- b. Write at least one scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member.

**4. *Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency***

- a. Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must be approved by a school psychology faculty member.
- b. Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention. Reports must be approved by a school psychology faculty member.
- c. Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Reports must be approved by a school psychology faculty member.
- d. Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within school, entire school), school system, or agency. Reports must be approved by a school psychology faculty member.
- e. Submit ratings on all evaluations from practicum and internship supervisors. Evaluations reflect satisfactory performance for all professional behavior and work characteristics, initial proficiency in all practice domains assessed by the Professional Growth Assessment, and entry-level competence in all domains assessed by the Intern Evaluation Form.

**5. *Demonstrate skills in leadership and professional service***

- a. Participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on

the ASPS or OSPA board, student member of admissions or search committees), and write a brief (1-2 page) analysis of your role and experience.

**6. *Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology***

- a. Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology.
- b. Serve as primary or co-author for at least one of the following. Include relevant materials (e.g., paper, presentation slides/notes, videotape).
  - Paper, poster, symposium, or workshop at a professional conference (national, regional, or local) related to the practice of school psychology.
  - Publication of a journal article, book chapter, professional newsletter article, or training manual related to the practice of school psychology.
  - Inservice training, workshop, or seminar related to the practice of school psychology for a school district, community agency, or professional group.
  - Preservice training or class lecture related to the practice of school psychology.

**PROFESSIONAL BEHAVIOR**

Our students must exhibit professional behavior in all courses and field sites, demonstrating their ability to interact appropriately and effectively as they work with individuals across varied settings. It is imperative that students are able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff at the university and at field placement sites. More specifically, the program draws on four areas to define these professional standards:

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the National Association of School Psychologists (NASP) standards for professional work characteristics, including:
  - Respect for human diversity and social justice,
  - Communication skills,
  - Effective interpersonal skills,
  - Responsibility,
  - Adaptability,
  - Initiative,
  - Dependability,
  - Technology skills.
2. Students are expected to display the general personal and managerial skills that they will need to function effectively as school psychologists, including the following:
  - Self-awareness,
  - Identifies limits of competency/Seeks and uses supervision effectively,

- Responsive to supervision and feedback,
  - Commitment to ongoing professional development,
  - Identifies with the profession of school psychology/Conducts oneself as a professional.
3. Students should also refer to the Student Conduct Code (<http://dos.uoregon.edu/conduct>), which applies to all UO students. It should also be noted that our definition of communication includes verbal, written, and electronic communications.
  4. For school psychology students, the criteria for professional behavior also include adherence to the ethical conduct standards of the American Psychological Association and National Association of School Psychologists. These ethical conduct codes are available on the websites of the two organizations, located at [www.apa.org](http://www.apa.org) and [www.nasponline.org](http://www.nasponline.org) , respectively.

## COMMUNICATION WITHIN THE PROGRAM

The program provides a mailbox for each student against the wall outside of Room 365 of the HEDCO Education Building, and the names on student mailboxes are updated and reorganized at the beginning of each academic year. Although student and faculty mailboxes provide an important means of distributing printed materials, *it is the practice of the program faculty and staff to use email messaging as the primary means of communication within the program*, such as for making announcements, contacting students, setting appointments and meetings, and so forth. All students in the program should secure access to UO email services and check their messages frequently (at least once per day is recommended). Students should establish UO email accounts and receive email and other support through the Information Services Tech Desk, in the UO Computing Center. Although students may also have email addresses outside of the UO system, *we request the use of UO email addresses as the primary means of communication within the program, so that student contact information may be easily located on the UO website directory*. Students should notify the program faculty and staff of their email addresses and any changes that are made. Students should be aware that email is not a confidential means of communication. Thus, students should not disclose identifying information regarding clients or research participants over email.

## STUDENT ADVISING

### Model of Advising

The School Psychology Program employs a "strong student-strong advisor" model of student advising. This model is based on the assumption that although students ultimately make a number of decisions regarding their program of study, advisors are actively involved in the decision-making process. For example, although students are not required to have their advisor's pre-registration approval on coursework, advisors provide information and guidance regarding the proposed coursework within the framework of each student's individual goals, the School Psychology Program and Graduate School demands.

### Advising Assignments

Upon acceptance into the School Psychology Program, students are assigned to faculty advisors. In making these assignments, the faculty considers a number of factors, including students' stated interests and preferences, and we strive to make sure an assignment is a good match. However, this initial assignment need not be permanent nor does it symbolize or guarantee compatibility of interests or philosophies.

### **Changing Advisors**

Because student or faculty goals and interests may change over time, and because people may have stylistic "mismatches," it is important to note that the advisor-advisee relationship may change based upon initiative from either participant. Before this change takes place formally, or another advisor is secured, we encourage both participants to discuss the matter. This initial step facilitates the professional treatment of these matters and precludes miscommunication by other parties. If it is determined that the student should make a change in advisor from their initial first-year assignment, students should talk with a potential new advisor about their current interests and long term plans. The student should reach an agreement with a prospective new advisor, discuss the change with the initial advisor, and submit a Change of Advisor form to the Student Services Coordinator, Emily Cornell, in 340 HEDCO.

### **Content and Timelines of Advising**

Students should meet at least *quarterly* with their advisor to plan coursework, review their Competencies Portfolio, work on professional growth assessment, and discuss long-term goals. The content of these meetings is meant to be *consultative* regarding future planning and *evaluative* in terms of student experiences and competencies to date. These quarterly meetings are to be formative in nature; that is, evaluation is designed to improve the student's skills, not be a complete summative evaluation.

### **Advisor Obligations**

Advisors are role models for their advisees and serve as a valuable resource to students' professional and scholarly development. Advisors maintain open communication with their advisees and treat their advisees with respect and professional courtesy. Advisors are to be available to meet, and do so at least *quarterly* to review the student's performance within the goals and guidelines of the School Psychology Program, the College of Education, and UO Graduate School requirements. Advisors monitor the progress of the student with respect to timelines from these three groups and participate in an annual formal review and evaluation process for each of their advisees. Unless there are extenuating circumstances, program faculty will respond to student (both advisee and non-advisee) emails within 48 hours (excluding weekends).

### **Advisee Obligations**

Advisees should initiate regular meetings with their faculty advisor. Students should email their advisors to schedule quarterly advising meetings (more frequent meetings should be scheduled if needed). Advisees should come prepared to advising meetings and have a list of questions and topics for discussion. Advisees understand that they are ultimately responsible for a majority of decisions regarding their graduate programs and seek out the necessary information and

resources to make informed decisions. Advisees understand that advising meetings are meant to be consultative regarding future planning and evaluative in terms of student experiences and competencies. Advisees treat their advisors with mutual respect and professional courtesy. Advisees agree to communicate openly with their advisor and seek additional support and assistance with professional and personal development, if needed. Although advisors serve an important function in the professional development of students and serve as the student's "point person" for professional and academic development, advisees understand that additional support and information may be obtained through other mechanisms. For example, advisees may seek out necessary support and information from the School Psychology Program (e.g., support from the Program Director, Student Services Coordinator), Department (e.g., Department Head), College (e.g., Student Academic Services, Dean's Office, HEDCO Learning Commons), or other University resources (e.g., Graduate School, University Counseling and Testing Center, Center on Diversity and Community, Teaching and Learning Center).

### **Secondary Advisors**

All students will select a secondary advisor by the end of the second quarter of their first year of graduate studies. The secondary advisor serves an informal role and may provide a range of academic, research, and professional support to the student during graduate school. The secondary advisor does not replace the role of the primary advisor; rather, the secondary advisor provides additional support to the student as desired. Students will complete a Secondary Advisor Form (available from the Student Services Coordinator) at some point during the first two quarters of their first year of graduate studies. This form indicates the student's selection of a secondary advisor and the faculty member's agreement to serve as secondary advisor. The student and secondary advisor will sign the form and the student will file the form with the Student Services Coordinator, who will place it in the student's permanent academic file. The process for changing a secondary advisor is identical to the process of changing advisors (see earlier section).

## **COURSEWORK OVERVIEW**

Specific coursework requirements and related requirements for the M.S. degree in School Psychology are found in the appendices to this handbook. Foundation courses for the School Psychology Program are divided into several basic domains, based on consideration of APA and NASP standards for graduate training. Many courses address multiple domains, but are listed under the domain that fits best. Also included are the practicum and internship experiences where specific competencies are to be demonstrated. A general description of each of the basic domains of the School Psychology curricula is as follows:

### **Domains**

#### **Psychological and Educational Foundations**

Coursework in this domain is designed to provide the student with exposure to foundational areas of the field of psychology in general and school psychology more specifically. Across courses, students are exposed to the following areas: theories of learning and instruction, history of psychology; individual differences; human development and psychopathology.

## **Measurement and Assessment**

The focus in this area is on the collection of systematic information about individuals, groups, and systems; and interpretation of this information for (a) developing effective interventions for individuals and for systems, and (b) enhancing understanding of human behavior. This domain also includes measurement theory and procedures for the collection and interpretation of objective data. Although measurement and assessment is identified as a separate domain, the School Psychology faculty view assessment as linked inextricably to intervention. Hence many of the assessment courses discuss intervention and vice-versa.

## **Statistics and Research**

This domain focuses on the use of quantitative methods to understand and predict behavior, and the use of empirical research methods to forward the science and practice of school psychology. In addition to coursework, this domain includes opportunities for applying research skills directly via research team experience and other applied research experiences.

## **Practice of School Psychology**

Courses and experiences in this domain include knowledge of intervention research and practices with students of all ages, including those identified as meeting criteria for disabilities. Core elements include interventions designed for use with learning and social-behavioral (including emotional) problems in school settings. These courses emphasize the acquisition of skills that are designed to produce significant and positive changes for individual students as well as across entire systems such as specific settings within a school or an entire school or district.

Coursework in this area is designed to prepare students for work in the field of school psychology and thus includes courses in consultation (for individual students as well as for systems), academic and social behavioral interventions, teaching and supervision, and professional standards and ethics. In addition, students complete applied field study and practicum experiences designed to help students apply what they have learned.

## **Internship Experience**

Consistent with the standards of the National Association of School Psychologists, students complete an internship of one full-academic year equivalence. This requirement may be completed on a full-time basis for one year or on a half-time basis for two years. School-based internships are typically 9-10 months in duration. Numerous settings are available within Oregon and nationally. Master's students must complete at least 1,200 clock hours of internship experience, with a minimum of 600 hours completed in a K-12 educational setting.

## **PRACTICUM TRAINING**

Along with courses in core concepts, theory, and specialized techniques, students participate in practicum experiences that provide supervised applications of their skills. Students should refer to the current SPSY Practicum Handbook for additional information and guidance related to practicum training.

Master's students complete a minimum of 560 clock hours of field experiences. These field experiences are composed of three main components:

- Introductory field studies in school and clinic sites linked to content covered in core school psychology courses. (80+ clock hours).
- A clinic-based field studies experience delivering academic interventions to local school-age children (120+ clock hours).
- A 33-week integrated, comprehensive practicum delivering school psychological services to K-12 students in a local school district (360+ clock hours).

During the field study experiences, students receive supervision from a university faculty member who coordinates experiences with an on-site education professional (e.g., building principal, teacher). In school-based practica, students receive supervision from a university supervisor in conjunction with an on-site supervisor who is a licensed school psychologist, a board licensed psychologist, or other appropriately credentialed professional. Across practicum experiences, students work at a variety of settings, such as public school settings and campus-based clinics.

### **Field Studies: Introductory (80 Clock Hours, 2 credits)**

Prior to completing the integrated practicum, students will enroll in a Field Studies course (SPSY 606) to gain applied experience engaging in a number of specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework in the areas of assessment and consultation. Students enrolled in Field Studies are expected to work approximately 3 hours per week at their assigned site plus participate in one hour of university-based group supervision provided by a school psychology faculty member (for a total of 4 hours per week per term).

### **Field Studies: Academic Intervention Clinic (120 Clock Hours, 3 credits)**

Students complete a 3-credit field studies experience delivering academic interventions to children at the Center on Teaching and Learning (CTL) clinic at the UO College of Education. Master's students typically complete this experience during the summer between their 1<sup>st</sup> and 2<sup>nd</sup> years of the program. In the CTL clinic, graduate students serve as interventionists implementing evidence-based academic curricula with small groups of school-age students. Services may be delivered through an on-campus clinic, local elementary school, or a combination of settings affiliated with the CTL clinic. Graduate students receive supervision from CTL clinic staff and the School Psychology faculty serving as Instructor of Record.

### **Integrated Practicum (360 Clock Hours, 9 credits)**

For each of the three academic quarters during Year 2, M.S. students are placed in a public school setting under the supervision of a licensed school psychologist. Springfield, Eugene 4-J, Bethel and South Lane school districts are the primary sites for the school-based practicum. Placements outside of the Eugene/Springfield area are an exception and must be approved by the School Psychology faculty.



Students complete approximately 12 practicum clock hours a week, which includes approximately 8.5 hours at their practicum site(s) and approximately 3.5 hours in campus-based supervision. Supervision is provided as follows. Students receive 3 hours of group supervision and instruction by the School Psychology practicum coordinator each week. Students receive at least 1 hour of individual supervision each week. 30 minutes of individual supervision is provided by the on-site field supervisor and 30 minutes is provided by a SPSY university supervisor. The graduate student serving as GE for integrated practicum may provide feedback and supervision to graduate students, provided it is in compliance with University policies. However, feedback and supervision provided by the GE shall not replace the 30 minutes of individual supervision provided by the university supervisor each week. Total number of clock hours earned during the integrated practicum is a minimum of 120 per quarter. Students register for SPSY 609, 3 credits, School Psychology Practicum for fall and winter; SPSY 626, 3 credits, School Psychology Final Supervised Field Experience spring quarter.

By May 15<sup>th</sup> during the spring quarter prior to enrolling in Integrated Practicum, students complete a practicum application that is reviewed by the school psychology practicum coordinator. To apply for this practicum, students must (a) be a student in good standing, (b) have completed core school psychology program courses (SPSY 606 Field Studies, SPSY 630 Introduction to Consultation, SPSY 663 Professional Ethics, SPSY 661 Principles and Practices, SPSY 671 Behavioral Assessment, SPSY 674 Educational Assessment, SPSY 672 Intellectual Assessment, SPED 628 Law and Special Education, and SPED 540 Early Literacy for Diverse Learners) with a B- grade or better; (c) have passed the ORELA Protecting Student and Civil Rights in the Educational Environment exam, (d) have completed additional coursework as specified by the student's academic advisor, and (e) be recommended by their academic advisor for placement.

As part of the application process, each student submits an application including the following materials to the practicum coordinator by May 15th:

- Personal Statement (which includes description of background information and relevant experiences, goals for practicum experiences)
- Professional curriculum vita
- Unofficial transcripts as of winter quarter (students submit a copy of spring grades the week before fall quarter of the beginning of practicum).
- Unofficial or official score report showing a passing score on the ORELA Protecting Student and Civil Rights in the Educational Environment exam.

The School Psychology Program faculty reserves the right to preclude students who have not made sufficient progress within the program from participating in practicum, and to make exceptions on a case-by-case basis. Individualized planning in conjunction with the advisor is highly recommended to discuss timelines, previous experiences, financial constraints and long-term goals with respect to practicum timing and placements.

Placement decisions are made collaboratively by the practicum coordinator and personnel from participating school districts, with input from the School Psychology faculty and in particular, the student's academic advisor. Final decisions regarding enrollment and placements for the school-based experience are made prior to the beginning of fall quarter.

## **Practicum Evaluation Process**

Detailed practicum evaluation procedures are provided to students in the SPSY Program Practicum Handbook, available on the website or from the program's practicum coordinator. The School Psychology Program faculty meets quarterly to review and evaluate each student's progress and conduct a formal annual review of student progress spring quarter. Students' performance in practicum is evaluated throughout each practicum experience using a multiple source evaluation process, including on-site observations, 3-way meetings between the practicum student, on-site supervisor, and university supervisor, course assignments, formal evaluations from field and university supervisors, and progress towards completion of Professional Competencies. Students provide on-going documentation of their practicum-related activities and submit a practicum portfolio at the end of each quarter. Selected materials from these portfolios are included in the student's final year-end evaluation portfolio.

## **Remediation Contract**

Should there be areas of concern in a practicum student's skills or performance, the university practicum coordinator, the on-site supervisor, and the student may develop a remediation contract. This contract will include input from the student's academic advisor and may include input from other faculty. The university practicum coordinator has primary responsibility for designing, implementing and monitoring the contract. If the contract includes increased on-campus supervised activity, coursework, or additional practicum hours, the student's advisor and the School Psychology Program faculty must approve the contract. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties. Students may be placed on probation until remediation contracts are fulfilled. The decision about whether a student is placed on probation is made in collaboration with School Psychology faculty. Primary considerations for whether to place a student on probation include, (a) the nature of remediation required, and (b) student responsiveness to prior feedback.

## **INTERNSHIP TRAINING**

This section includes a brief overview of the School Psychology Program's internship guidelines. Students should refer to the current SPSY Internship Handbook for additional information and guidance related to internship training.

Consistent with the standards of the National Association of School Psychologists, master's students must complete an internship equivalent to one full-academic year, either on a full-time basis for one year, or on a half-time basis for two consecutive years. School-based internships are typically 9-10 months in duration, during the third year of the master's program. Master's students must complete at least 1,200 clock hours, with a minimum of 600 hours completed in a K-12 educational setting. These experiences are typically paid, and the internship site is responsible for providing the primary supervision. Numerous internship settings are available throughout the United States.

## **Internship Registration**

Students must register for a minimum of 9 credits related to their internship experience. Students in the master's program must enroll for 9 credits of SPSY 704 (internship in school psychology) during the internship year, divided into 3 credits each of the 3 quarters of the academic year in which the internship is completed. Grades are assigned on the basis of supervisor evaluations, quality of internship assignments (described in detail in the Internship Handbook), adequate progress completing goals and objectives associated with the internship experience, including number of hours of internship experience and supervision. See Internship Handbook for more information.

### **Internship Stipends**

Students in the UO School Psychology Program historically have been well supported financially while on their internships. Some school-based internship sites provide a level of compensation similar to that of a beginning school psychologist, and some sites base intern pay on a fraction of a full-time FTE (e.g., .75) beginning psychologist salary. We *strongly* discourage students from participating in non-paid internship experiences, which should only be considered as a “last resort,” and after consultation with the student's advisor and Internship Coordinator.

### **Expectations and Selection Procedures for Master's Program Internship Sites**

There is no central clearinghouse or national accreditation/approval process for master's or specialist level internships. For students in our master's program, selection of internship sites should be based upon the fit of that site for a student's professional goals and objectives, the potential site's compliance with the standards for internship training established by NASP, and the compatibility of that site with our program's philosophy and training objectives. Some of the key elements in making determinations of suitability of potential internship sites include the following provisions:

- The internship site appoints an appropriately credentialed school psychologist to be responsible for the quality and integrity of the internship experience and to provide internship supervision.
- The internship site provides release from duties time for the supervisor to meet with and supervise the potential intern on a regular, weekly basis. The internship site also allows time for direct observation and evaluation of the intern.
- Internship experiences are broad-based with respect to the contemporary practice of school psychology and are individualized with respect to the competencies of prospective interns and the philosophy and training objectives of our program.

### **General Expectations for Selection of Internships**

Selection of master's level internship sites occurs on a variable timetable. For these internships, prime time for recruitment, applications, and candidate selection is generally February through May, with some sites recruiting interns earlier in the year. Many of these internships are advertised by direct recruitment through contacts with our program faculty, by participation in the online NASP Career Center, or through personal contacts and recruitment at the annual NASP convention in winter each year. Students may also apply directly to specific school districts where they may be interested, through their standard personnel selection processes.

Although internships are often available in the Eugene-Springfield area, there is no guarantee that local internships will be possible. Therefore, *students admitted to our program should understand that an internship out of the local area may be necessary.* Students who desire to complete their internship experience locally should typically begin the process during Winter quarter prior to the internship year. Students in this situation should contact local school district personnel (typically, special education directors) to express their availability and interests.

Most internships require an application packet containing an updated curriculum vita, transcripts, letters of recommendation, and a letter describing the applicant's background, professional interests, and kinds of experiences they seek as part of their internship. School districts and other types of internship sites conduct their own interview process. Students must comply with each site's timelines for confirmation of their acceptance or rejection of an internship offer, and their internship must be approved *in advance* by the program's Internship Coordinator, prior to formal acceptance of the internship offer.

The internship must be distinct and clearly unique from students' prior practicum and fieldwork experiences. Students are encouraged to pursue internship experiences in systems other than where they completed their practicum training requirements. If a student desires to conduct part or all of their internship within a local school district where they have completed prior practicum training, then the internship plan must make clear how the internship provides the student with a unique advanced professional training experience.

Because of the inherent potential for conflicts of interest, difficulties in receiving appropriate supervision, and the necessity in some cases of going through a complicated petition process for approval of dual status (faculty-student), *University of Oregon staff positions or GE positions, including positions in academic departments or the College of Education's research and outreach units, are generally not appropriate for internships, and will likely not be approved.*

### **Internship Supervisors**

Field supervisors of master's level interns must be appropriately credentialed school psychologists possessing state department of education school psychology licenses, credentials, or certifications. Internship sites must be approved by the Internship Coordinator and verification of supervisor training and credentials may be required. History of supervision of University of Oregon school psychology interns and compliance with university supervision and evaluation procedures is weighted heavily in approving internship supervisors.

The supervisor is required to provide ***at least two hours of individual, face-to-face supervision time per week.*** If the student's internship plan specifies that they will have two supervisors, it is acceptable for the individual supervision to be split between the two supervisors. Additional supervision beyond the two required hours may be desirable at times at the discretion of the employing internship site and field supervisor.

### **Written Internship Plan**

The intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year. The program's Internship Coordinator gives final approval to the internship plan, which must be submitted to the

Internship Coordinator, signed by the field supervisor and intern, *no later than the first day of internship or the beginning of fall quarter classes, whichever is first*. The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

Each internship plan or contract should be unique and individualized according to the training interests of the intern, the opportunities, rotations, and demands of the internship site, and the specific assignment of the field supervisor. There is no language template that all internship plans must follow. All internship plans must include information on the following (please place this information in separate sections with appropriate headings):

- General description of internship site
- General goals for the internship year
- Specific goals for each rotation or site placement (if applicable)
- Specific, quantifiable objectives for internship (e.g., types of services provided, populations and problems to gain experience with, activities to engage in)
- Supervision; who will provide supervision (name of individual, degree, license/credential(s)), hours of supervision per week, and types of supervision (e.g., individual, group)
- Specification of educational or training components of the internship, such as supervision, groups, in-service training opportunities, research opportunities, etc.
- If applicable, specification of how much time per week will be released from service activities to allow the intern to work on their thesis research or other research activities
- A statement regarding procedures and timelines for evaluation of the intern's performance

An Internship Plan Addendum should be submitted to the Internship Coordinator for students completing internships with multiple rotations (e.g., two 6-month rotations). At the beginning of the student's second rotation, an addendum to the Internship Plan should be submitted to the Internship Coordinator that reflects additional information regarding the intern's training goals, objectives, activities, and supervision. Sample internship plans may be viewed by contacting the program's Internship Coordinator.

### **Internship Evaluation Process**

An Intern's performance is evaluated throughout the quarter, quarterly, and annually using multiple processes and products. The internship evaluation process is primarily between the student and the on-site supervisor, and it is not appropriate for UO faculty to serve as field supervisors for internship work.

A conference between the intern, the supervisor, and the program's Internship Coordinator must be held mid-term during each academic quarter that the intern is completing internship requirements. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met,

and to support any consultation or problem-solving that is necessary for the student to have a successful experience. The mid-term conference may be conducted as a three-way conference call or a video conference. The mid-term conference is scheduled sometime during weeks 4, 5, or 6 of the UO academic term. **It is the responsibility of the intern to work with his or her supervisor and the program's Internship Coordinator to arrange a time and place for the conference.** In addition to the three mid-term supervision meetings the intern will have one additional supervision meeting with the university Internship Coordinator at the beginning of the internship experience. This meeting should be scheduled by the intern at a time that is convenient for both the intern and university Internship Coordinator.

Interns and their field supervisors are required to submit the following materials to the UO School Psychology Internship Coordinator (through the Tk20 online portal) at the end of each academic quarter of the internship, no later than the second day of finals week for that quarter:

- A completed UO Quarterly Intern Professional Behavior Evaluation Form (available on the program website), with the number of internship clock hours completed for that quarter and to date, verified by the intern and the field supervisor.
- Three Intern Evaluation Forms should be submitted over the course of the internship year. The intern should complete a self-assessment during fall quarter, and the intern's field supervisor should complete and submit Evaluation Forms during winter and spring terms.
- A log of the intern's clock hours, broken down by appropriate service and training categories, and signed by the intern and field supervisor.
- For the final term of internship, a log of the intern's clock hours (preferably a cumulative weekly log), broken down by appropriate service and training categories, and signed by the intern and the field supervisor. The program's internship log form is available on the program website.
- Three reports must be submitted to the university Internship Coordinator (through the Tk20 online portal) by no later than the second day of finals week during spring term. All submitted reports must include the standard report/product cover sheet available on the program website or from the university Internship Coordinator. The three required reports include:
  - A full NASP/NCSP case study with supporting documents. Supporting documentation should include a Microsoft Excel file with baseline and intervention data on the school-aged student's learning or behavior, to enable calculation of a standardized effect size (recommended by NASP). The specification of the target behavior and associated operational definition should be included with the Excel file.
  - A Behavior Intervention Plan based on a Functional Behavioral Assessment
  - A Special Education Eligibility Evaluation
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms can be sent directly to the UO School Psychology Internship Coordinator.

In addition to supervisory meetings throughout the quarter, on-site supervisors meet at the end of each quarter with the intern to complete and review evaluation forms. *All evaluation forms must be received by the School Psychology Program Internship Coordinator (through the Tk20 online*

*portal) by the second day of finals week each quarter.* Summer term internship evaluation forms must be received by the Internship Coordinator no later than Tuesday of the 8<sup>th</sup> week of summer session. The specific due dates for each quarter are communicated by the Internship Coordinator to interns. The Internship Coordinator reviews all internship evaluation materials, evaluates the case study, Behavior Intervention Plan, and Special Education Eligibility Evaluation using standard rubrics, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements.

## **Remediation Contracts**

Should there be areas of weakness or concern in an intern's skills or performance, the intern, the on-site supervisor, and the program's Internship Coordinator may develop a remediation contract. The program director and the intern's advisor must be notified and may work in cooperation with the Internship Coordinator and on-site supervisor to determine appropriate goals and actions to take. This contract may include more on-site supervised activity or hours. The program's Internship Coordinator and field supervisors must approve any remediation activity that would require additional school fieldwork opportunities. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Students will be placed on probation until remediation contracts are fulfilled. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student's termination from the UO School Psychology Program.

## **MASTER'S DEGREE REQUIREMENTS ESTABLISHED BY THE GRADUATE SCHOOL**

School psychology M.S. students are also required to meet specific requirements that have been established by the UO Graduate School. A complete list of the Graduate School requirements for master's students is available on the Graduate School's website, at <http://gradschool.uoregon.edu/node/216>. Master's students should study these requirements early in their program, to ensure that all UO requirements are met in addition to specific program requirements.

Continuous Enrollment. Graduate School regulations require "continuous enrollment" until all program requirements have been completed, unless on-leave status has been approved. To remain in compliance with the Continuous Enrollment Policy, the student must be registered for a minimum of 3 graduate credits each term. Summer session registration is not required unless the student is using university facilities or faculty or staff services (for example, doctoral students taking exams or submitting papers for advancement to candidacy). If a graduate student does register for summer session, they must register for a minimum of 3 credits. This includes students enrolled in the SPSY 606 academic intervention practicum at the CTL clinic, and students not in residence while writing a dissertation but using faculty assistance, university services or facilities such as sending chapters to an advisor by email for feedback. Approval of request for on-leave status guarantees the student's right to return to the program in good standing by the end of the requested time of leave. Under certain circumstances, students may petition the Graduate School and request an exemption to the continuous enrollment policy. Students and advisors should work together to submit these petitions to the Graduate School.

Students who leave a program without approval of on-leave status or who fail to return by the end of the approved leave face two consequences:

1. The student must file a petition for readmission (Grad School general petition form). Departmental approval of the petition is not automatic; the department may deny the request, or may attach other stipulations to the approval. The petition should be submitted along with the Permission to Re-Register form, which can also be found on the Grad School's website.
2. Any changes in degree requirements and procedures adopted by the Graduate School or the Department during the student's absence will apply to the readmitted student's program of study.

Policies and procedures related to on-leave status can be found on the Grad School's website at this link (under Policies & Procedures): <http://gradschool.uoregon.edu/policies-procedures/leave>. The actual forms can be accessed via links from this page or by going to Current Students > Academic Forms on the Grad School's homepage.

## **STUDENT ACTIVITIES SUMMARY AND PROFESSIONAL COMPETENCIES PORTFOLIO**

Each student is expected to demonstrate competencies in the basic content domains of the School Psychology curricula: Psychological and Educational Foundations, Measurement and Assessment, Statistics and Research, and Practice of School Psychology. In addition to the coursework content domains, students also must demonstrate proficiency in their practicum and internship experience.

Students demonstrate competency by earning passing grades (B- or higher or "satisfactory") in all coursework, graded practicum and internship, and research experiences. In addition, students complete an annual Student Activities Summary (see Appendix C) and update their Professional Competencies Portfolio.

The Student Activities Summary and accompanying Portfolio are designed to provide students the opportunity to provide quantifiable documentation of how program objectives have been met. Objectives and competencies for the School Psychology Master's Program are defined at the beginning of this handbook. Students turn in specific materials as part of the annual summary and these materials are compiled across years and form the Professional Competencies Portfolio.

## **LICENSURE PROGRAM TESTING REQUIREMENTS**

The School Psychology Master's program is approved by the National Association of School Psychologists (NASP) and the Oregon Teacher Standards and Practices Commission (TSPC). As such, the program includes requirements related to licensure for school psychology practice in Oregon through TSPC, and eligibility for the Nationally Certified School Psychologist (NCSP) credential through NASP.

See Appendix E for a full list of coursework and licensure tests required for initial licensure through Oregon TSPC. When a candidate applies for TSPC licensure, the checklist in Appendix F will be completed and signed by the program director to verify completion of the University of



Oregon licensure program. Because requirements for TSPC licensure may change from time to time, we strongly suggest that all of our students apply for TSPC licensure immediately upon graduation, regardless of the state in which they ultimately become employed. Having TSPC licensure in Oregon may be advantageous, or even required, when applying for other state licenses or credentials. The College of Education and School Psychology Program cannot make recommendations for out of state licenses/certificates unless students have met all Oregon TSPC licensure requirements.

As part of the School Psychology Master's program, students are required to pass two licensure exams:

1. Oregon Educator Licensure Assessments (ORELA) Protecting Student and Civil Rights in the Educational Environment Test. This exam must be passed prior to applying to the SPSY 609/626 School Psychology Practicum. Students should list the UO College of Education as a score recipient, and provide documentation of passing as part of their application to practicum (due May 15<sup>th</sup> of year prior to practicum).
2. Praxis II Specialty Area Test: School Psychologist. This exam must be passed prior to internship completion and graduation. Students should list the UO College of Education as a score recipient. It is recommended that students take this test at least 6 weeks prior to expected graduation date, because it can take up to 4 weeks for score reports to be sent to UO.

Students who do not pass a required exam may retake the exam according to instructions provided by the testing company. However, UO must receive an official score report showing a passing score before the student will advance to the next phase of the program (i.e., practicum, graduation).

Upon completion of all program and licensure requirements, graduates should contact the UO College of Education Licensure Analyst/Student Records Coordinator for assistance in applying for their Oregon TSPC license. The online application system is available at <http://www.oregon.gov/tspc>.

Graduates are also eligible to apply for the NCSP credential; information is available from <https://www.nasponline.org/>.

## **TEACHING OPPORTUNITIES**

### **Graduate Employees (GEs)**

School psychology students may apply for Graduate Employee Fellowships and serve as GEs while they are graduate students at the University of Oregon (UO). GEs, their supervisor(s), and hiring unit must act in accordance with the most recent Collective Bargaining Agreement between the UO and the Graduate Teaching Fellows Federation (GTFF). The policies described below apply to GEs who serve as instructors or instructional assistants as well as GEs who serve in other capacities (e.g., research assistant).

**GE evaluation.** The purpose of this section is to identify procedures and policies for evaluation of GEs funded by the School Psychology Program and supervised by school psychology faculty,

coordinators, lecturers, and/or adjunct instructors (hereafter referred to as GE supervisor). The GE supervisor is responsible for evaluation and oversight of the GE. The Department of Special Education and Clinical Sciences (SPECS) GE General Duties and Responsibilities (GDRS) along with the Collective Bargaining Agreement guide GE evaluation. The most recent GDRS and Collective Bargaining Agreement are available on the UO Graduate School website: <http://gradschool.uoregon.edu/gtf>. In School Psychology, GE supervisors evaluate GEs in formative and summative fashion in the following manner:

- At the beginning of each term (or academic year, for year-long appointments), the GE supervisor meets with the GE to discuss responsibilities and criteria for evaluation using the College of Education (COE) GE Evaluation Form
- At the end of each term, the GE supervisor completes the COE GE Evaluation Form, shares it with the GE, has the GE sign the form, and places the form in the GE's file
- For instructional GEs, the supervisor conducts at least one observation of the GE during each term, and provides the GE with timely (i.e., within 2-wks) feedback
- The supervisor honors GE requests to observe her/him completing assigned activities (e.g., providing a classroom-based lecture), and provides timely feedback (within 2-wks).
- At the end of the academic year, the supervisor completes the COE GE Evaluation Form based on the GE's performance across the academic year. The supervisor shares the evaluation form with the GE, has the GE sign the form, and places the form in the GE's file.
  - If more than one school psychology faculty, coordinator, lecturer, or adjunct instructor supervises the same GE during an academic year, all GE supervisors coordinate their yearly evaluation on one GE Evaluation Form that is reviewed with the GE, signed by the GE, and placed in the GE's file.

**Use of GEs in courses.** SPECS has policies governing use of GEs in courses. The GE supervisor should review and comply with SPECS policies for use of GEs in courses. GE supervisors and GEs may obtain a complete list of SPECS policies from the School Psychology Program Director. If a GE supervisor wishes for a GE to complete activities not included in the SPECS policies, the GE supervisor must apply for a waiver. SPECS GE policies include, but are not limited to the following:

- The syllabus for the course will delineate the role of the GE and thus should include, at minimum, the following information:
  - Precisely what the GE will and will not be responsible for.
  - Verbatim, "If you do not want a GE to read assignments or assist in other evaluative duties, or assist in practicum supervision, then notify the instructor of record and he or she will assume those responsibilities for concerned students."
  - Verbatim, "If you are concurrently taking any courses with the GE assigned to this course, please let the instructor know. The GE will not be involved with any review of assignments for students in this course who are taking other courses concurrently."
- GEs assigned to a course will not take coursework with students in the class during the quarter in which they are serving as a GE.
  - When assigning GEs to courses, programs and faculty will be responsible for reviewing course rosters to identify overlap.

- If there is no possible way to avoid this situation then GEs may not be involved with or have knowledge of the evaluation of other graduate students.
- GEs may **not** engage in the following activities
  - Grading assignments and tests.
  - Entering grades into a system (e.g., Canvas) in which the GE can see student names, student ID numbers, social security numbers or other identifiable information.
- GEs **may** engage in the following activities
  - Providing feedback on practicum activities that do not affect the student's grade
  - Reviewing discussion questions or assignments and providing comments as long as those comments are reviewed by the instructor of record and any comments that are passed on to students are the instructor of record's own
  - Providing an occasional lecture in class or leading a portion of class time however, in our department, a GE will not conduct more than 20% of course lectures
  - Hold office hours and answer questions about course content and assignments.
  - Assist with course organization including Canvas site (with the exception of managing the grade-book section)
  - Organize and facilitate discussion sections
  - During group activities in the course, provide feedback to students working on the group activity (e.g., role-plays).
- In courses that involve a practicum and/or field studies component, GEs may
  - Observe students conducting course-related practicum activities and provide feedback if that feedback is not related to grades on assignments or in the course. This may include, for example, weekly observations, providing written and/or oral feedback on instructional lessons, competencies, conduct of assessments, and conduct of teacher meetings.
  - Attend weekly supervision meetings facilitated by the practicum coordinator and/or the course instructor of record
  - Participate in pre-service training activities related to practicum and student teaching (orientation, practicum meetings as needed)

## **Supervised College Teaching and Supervision**

Doctoral students gain experience in teaching and in supervision via two courses. One experience focuses on graduate or undergraduate teaching and is fulfilled by successful completion of SPSY 602, Supervised College Teaching (SCT). The second provides students the opportunity to gain experience in the process of supervising others and is fulfilled by successful completion of an additional SPSY 602, Supervised College Teaching experience, focusing on supervision of others. SPSY 662 Foundations of Clinical Supervision is a prerequisite course that must be completed prior to enrolling in a supervised college teaching experience involving supervision of others.

During the spring term, advanced doctoral students will be asked to submit a list of courses they are interested in completing a supervised college teaching experience through. In order to be eligible for supervised college teaching, the student must have taken and received a passing

grade for the course they would be completing their SCT through. The appointment must be approved in advance by school psychology program faculty. In some cases, students may be eligible to complete supervised college teaching experiences earlier in their program, based on their prior experiences or individual program plan.

In rare circumstances a M.S. student may petition the SPSY program faculty to enroll in a SCT experience. The rationale for the request must be articulated and a statement of support from the prospective instructor of record/supervisor must accompany the petition. The full SPSY program faculty will review the petition and reach a decision. The petition must be submitted no later than the quarter prior to the anticipated SCT experience.

Students enroll in 2 credits of SPSY 602 during each SCT experience and receive supervision from the course instructor of record. Students are assigned a grade of pass or no pass for SPSY 602. Prior to beginning the experience, the instructor of record/supervisor and graduate student SCT should complete the SPSY 602 Contract template, specifying the roles and responsibilities of the SCT and the instructor of record, supervision methods used by the instructor of record, and methods used to evaluate the SCT. Throughout the term, the SCT and instructor of record/supervisor should meet regularly to monitor activities and responsibilities specified in the contract. At the conclusion of the SCT experience, the instructor of record assigns the SCT's grade and completes the SCT Evaluation Memo in the SPSY 602 Contract template.

The following should be adhered to and included in all course syllabi that include an SCT:

1. Role of the SCT: The course instructor is solely responsible for all evaluation and grading of student performance. The SCT plays an important role in assisting the instructor with various aspects of the course, including, but not limited to the following:
  - Assisting with the development of course materials
  - Coordinating submission of assignments, monitoring attendance and assignment completion
  - Holding regular office hours
  - Answering student questions related to course assignments or tasks
  - Assisting with communication between the instructor and students
  - Leading class discussions
  - Facilitating learning experiences in and out of the classroom
2. If a student enrolled in the course does not wish to have the SCT review her/his coursework, s/he should communicate that to the instructor, and the instructor will ensure the SCT does not review her/his work.

## **STUDENT EVALUATION PROCEDURES**

The School Psychology Program continuously evaluates student progress and skill development. This is accomplished at various levels in terms of frequency and specificity.

### **Quarterly Review**

A quarterly review process is conducted within the context of student-advisor meetings. The content and materials used in these evaluations are described under *Student Advising*.

### **Annual Student Review and Evaluation**

Each spring term, the School Psychology Program faculty undertake a systematic review of each student's progress. The purpose of the evaluation is to provide feedback on student progress, identify areas where students are excelling or may need to make extra effort, and identify remedial activities or procedures that may be considered with students who are not meeting program expectations. The review focuses on general academic status and progress through the program including coursework, research team activities, practicum and internship, development of professional behaviors commensurate with practicing as a school psychologist, and future plans and is based on the student's Annual Activities Summary (see Appendix C) and Portfolio.

Student portfolios must be submitted in a three-ring binder to the Student Services Coordinator no later than **May 15<sup>th</sup>** of each year. Portfolios must be organized with labeled dividers/tabs and materials must be labeled and numbered according to the Annual Activities Summary page.

Portfolios should include the following information:

- Annual Activities Summary (see form available on the program website) and supporting Portfolio Materials
- Written statement summarizing the student's goals for the upcoming year including research and practicum activities, and student support
- Current unofficial transcripts (may be obtained on [Duck Web](#)).
- A copy of their graduate program plan, with any updates indicated.
- Current curriculum vita.
- Evidence of membership in NASP and preferably at least one other professional organization (e.g., APA Division 16, ABAI).
- Completed practicum or internship evaluation forms (downloaded from Tk20)
- Copies of previous annual student review evaluation letters.

Students who are on internship or who have completed their internship and are working on thesis requirements need only to submit the written self-evaluation assessment and goal statement, an updated copy of their vita, and documentation for any previously unmet competencies. This statement should include specific goals and projected timelines for completing all graduation requirements (e.g., thesis).

### **Annual Evaluation Outcomes and Notification**

After the faculty have completed a review of each student's progress, the student will receive written feedback from the faculty. Feedback will include a rating of progress in each competency area (meritorious or satisfactory progress, needs improvement, or not applicable) as well as more detailed comments and recommendations as needed. Faculty feedback will be provided in writing to students in early summer (mid- to end-of-June).

### **Failure to Make Adequate Progress**

Students determined by the School Psychology Program Faculty to not have made adequate progress toward completing their degrees or obtaining necessary professional competencies receive a summative evaluation of Unsatisfactory Progress. Students in this situation are not considered to be in good standing in the program. In such instances, the annual evaluation letter will address the specific concerns noted, and specific competencies, accomplishments, or other indicators of progress that are necessary to become a student in good standing. Students who receive an unsatisfactory evaluation should meet with their advisor soon after receiving their evaluation letter to develop a plan for addressing the concerns. If the student is unable to meet with his/her advisor immediately (e.g., due to unavailability over the summer), the student should make a plan to meet with their advisor as soon as possible.

In most instances, the plan for addressing the concerns which led to the unsatisfactory evaluation is accomplished through the construction of a Remediation Agreement. This agreement is developed in writing by the student and the advisor and is designed to address the concerns of the School Psychology Program Faculty. Faculty concerns about knowledge competencies may be addressed through an agreement to take additional coursework in specific areas or to retake a class if a grade below B- was earned. Professional competencies such as work completion habits, or assessment skills may be addressed by removing incomplete grades or completing additional assignments within one quarter. The agreement is approved by the Program Director. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan and responsibilities and timelines. Students will be placed on probation until remediation contracts are fulfilled. Failure to satisfactorily meet the terms of the Remediation Agreement may result in receiving a non-passing grade in a course and/or termination from the School Psychology Program.

### **Notification Process for Student Dismissal**

In instances where the annual evaluation process coupled with appropriate remediation procedures do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and student efforts to address concerns previously noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures.

### **DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES**

The faculty and staff of the UO School Psychology Program strive to create an environment of trust, respect, and collegiality. It is our hope that when disagreements, disputes, and other concerns occur, that they may be resolved informally to the satisfaction of the parties involved. We also recognize that there may be times when such disagreements, disputes, and concerns cannot be adequately resolved through informal means. The University of Oregon and the College of Education have established procedures that students may follow if they are dissatisfied with decisions of the faculty, course or progress evaluations received, interactions with faculty members or other students, or issues related to the policies and climate within the College. There are several established resources and procedures available to students to assist in resolving disputes and concerns. This section includes details on these resources and supports.

## **Mediation and Conflict Resolution**

The UO Office of the Dean of Students has a conflict resolution services program, an informal, voluntary and confidential process to assist individuals and groups work through conflict, plan for the future, or make decisions. Students, faculty and staff have used Conflict Resolution Services (CRS) to help resolve a wide variety of conflicts such as conflicts with friends or roommates, disagreements among students and professors, issues regarding custody and/or divorce, conflicts related to university housing, workplace conflicts, conflict within or among student or workgroups. Specifically, CRS offers mediation and facilitation services, in addition to workshops, classes and coaching related to communication and conflict resolution. For information regarding the conflict resolution program, check out their website:

<http://dos.uoregon.edu/crs> or call (541) 346-0617. Email: [crs@uoregon.edu](mailto:crs@uoregon.edu)

## **Other Resources**

**Grades** If the concern pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (364 Oregon Hall, 346-3211) about appropriate petitioning procedures.

**Discrimination** If any student enrolled at the University of Oregon believes s/he has been discriminated against on the basis of age, sex, sexual orientation, race or ethnicity, marital status, religion, handicap, or national origin, s/he may file a report with the UO Bias Education and Response Team, who will respond to the action within 24 hours. Reports are filed on the Bias Education and Response Team website at <http://dos.uoregon.edu/bias>.

## **Formal Academic Grievance Procedures**

The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under “Student Grievance Procedures” on the following website:

<http://policies.uoregon.edu/grievance-procedures>

A paper copy of these grievance procedures may also be requested from the Program Director or Department Head.

## **STUDENT PARTICIPATION IN PROGRAM GOVERNANCE**

### **General Student Governance**

Systematic student input into the program is handled generally by the Student Representatives. The student representatives are invited to participate in faculty meetings to discuss program concerns/issues and to attempt to problem solve through recommendations, information gathering, development of working committees, and so on. Although faculty generally meet two times per month, faculty meetings open to student representatives generally occur monthly. During faculty meetings informal rules are normally used with decisions made by consensus. In

some instances, matters of particular importance to the program are brought to a formal vote, in which case, student representatives are requested to cast their votes.

### **School Psychology Student Representatives**

**Composition.** Four School Psychology students (representing first year, second year, third year, and fourth/fifth year) will be elected or nominated to serve as student representatives (SR) of the School Psychology Program. Both M.S. and Ph.D. students are eligible to serve as SRs. The Association of School Psychology Students (ASPS) solicits nominations for SRs each fall term. SRs may be self-nominated, nominated by their peers, or elected by their peers in the fall quarter during the first full week of classes. Each SR will typically serve from fall (after elections) through the following summer. In some cases, SRs will serve less than a full academic year. In rare situations, students may serve for more than one year.

Each SR must be a School Psychology student (a) in good standing, (b) enrolled for a minimum of 9 credits per term (full-time), and (c) in residence. When more than two students from any one year of program entry self-nominate, a student election will be held. The student at each year level who receives the most votes from their same entry level peers will be elected as SR. If no students self-nominate, current SRs will nominate students.

**Responsibilities.** SRs have responsibility for the following:

1. Attending meetings, to represent student interests and concerns, and to inform their respective cohort of relevant developments and procedures. Additional involvement and responsibility is negotiable.
2. Meeting with the Program Director at the beginning of the year (during the second full week of classes) to determine roles and responsibilities.
3. Participating in monthly meetings with the School Psychology faculty.
4. Keeping a logbook of memos, tasks, meetings, minutes of meetings, etc.

SRs will neither attend nor have any voting power at closed administrative or student evaluation meetings.

### **Student Representative to the Oregon School Psychology Association**

Student elections will be held during spring quarter for a number of leadership positions, including two student representatives to OSPA (one M.S. student and one Ph.D. student). A summary of the OSPA student representative criteria and responsibilities as delineated through OSPA are listed below.

#### **Criteria.**

- Full time student
- Not on internship
- Communicates well with peers and faculty
- Reliable, dedicated person
- Good group member

Additionally, the student representative to OSPA may not serve simultaneously as a School Psychology Program student representative.



**Responsibilities.**

- Attend OSPA board meetings
- Serve in a non-voting position on the OSPA executive board
- Serve as a liaison between OSPA and the UO School Psychology Program
- Expand student involvement in the OSPA conference
- Familiarize the executive board with current "state of the science" practice
- Work with the OSPA newsletter editor to support the student column in the OSPA newsletter
- Prepare brief reports for UO School Psychology Program faculty on activities of the OSPA executive board. Brief reports should be presented orally at faculty meetings or submitted in writing to be included in the faculty meeting minutes.

**Selection.** One M.S. student and one Ph.D. student will serve as OSPA student representatives. Students may self-nominate or nominate a peer for student representative to OSPA with elections for this (and other) positions occurring in spring term.

**Travel Compensation.** Mileage reimbursement and carpooling may be available from OSPA to the student representative to OSPA.

**Faculty Appointed Student Leadership Positions**

During spring quarter, School Psychology faculty will appoint students to serve in the following positions for the upcoming year. Only students in good standing and in residence will be considered for these positions.

COE Consortium Representative (1 M.S. student or 1 Ph.D. student)

- Participates in consortium meetings at least three times a year to collaboratively discuss the design, evaluation, and recommendations for improving the professional education programs at the UO

Representatives for the NASP Student Leadership Team

- Sends NASP updates as received by NASP
- Encourages NASP membership, attendance at conferences, and coordinate housing at NASP Convention
- Coordinates fall SPSY Awareness activity and spring SPSY Advocacy activity
- Attends NASP Student Leaders program meeting at the annual NASP convention.

APA Student Leader

- Sends APA and SASP updates as received by national organizations
- Encourages APA membership
- Recruits student publications for *School Psychology: From Science to Practice*, the SASP newsletter

SPSY Admissions Logistic Coordinators (two student representatives – 1 M.S. & 1 Ph.D. student)

- Writes brief biographical sketches for applicants invited for interviews (phone and in-person). Disseminates bios to faculty and students prior to interviews.

- Coordinates interview day schedule for M.S. and Ph.D. interview days
- Coordinates transportation, buddies, and lodging for candidates
- Summarizes student review information for faculty

#### Undergraduate Outreach Liaison

- Assists Program Director to respond to inquiries from prospective students
- Communicates with ASPS regarding outreach efforts
- Coordinates meetings with Psi Chi, Family and Human Services, and other undergraduate psychology related programs and groups
- Coordinates with faculty regarding potential research opportunities for undergraduates

### **STUDENT INSURANCE**

Students enrolled in practica, field experience, internship, or externship credits and who are completing these experiences with external sites are covered under the university's insurance. If a site needs evidence of a student's UO insurance coverage, you may go onto the UO Risk Management website (<https://safety.uoregon.edu/risk-management-and-insurance>) and request a certificate of insurance.

### **SUPPORT SERVICES AND ACCOMMODATIONS**

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found in the University of Oregon Catalog (click on 'Academic Resources' or 'Student Services'), on the general UO website, and in the governance offices of the Associated Students of the University of Oregon.

Students with disabilities may receive accommodations for their particular needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Accessible Education Center for more information.

### **STUDENT RECORDS**

Students have four rights under FERPA and the UO Student Records Policy: the right to inspect and review their record; the right to seek an amendment to their record; the right to restrict disclosure of their Directory Information as defined at UO, and the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library  
<http://policies.uoregon.edu/student-records-1>

UO Registrar's Office  
<http://registrar.uoregon.edu/records-privacy>

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Student Services Coordinator. Advisors also receive basic information on each of their advisees. Only program faculty members and staff who have legitimate need to access student files have the authorization to do so. At the completion of the degree or licensure program, whichever happens first, the file will be transferred to the Office of Student Academic Services.

## **MATERIALS LIBRARY**

The program maintains a materials library that includes a large collection of assessment instruments, intervention materials, and training videos. These materials are used extensively in the core assessment courses of the program and in practicum training. Use of the materials is reserved for school psychology students under faculty supervision. All requests for use of materials by SPSY students or faculty should be directed to the Practicum GE. For additional detail and materials check-out procedures, please refer to the current SPSY Materials Library Policy posted on the program website.

## **STATEMENT ON ACADEMIC DISHONESTY**

The University Student Conduct Code (<http://dos.uoregon.edu/conduct>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

The School Psychology Program has delineated its own statement on academic dishonesty to clarify expectations specific to the program. An important part of developing as a school psychologist is learning from your peers. The School Psychology faculty recognize this and expect that students will share samples of their work with other students. In fact, students are encouraged to work with other students in this manner as it promotes a spirit of collaboration while providing multiple exemplars from which students can improve the quality of their own work. This spirit of collaboration can become problematic, however, if it is overused or abused. In addition, individual faculty provide guidelines for collaborative work and sharing of materials in their classes and these guidelines supersede general program guidelines. The following list provides an illustration of potentially problematic situations and the expectations regarding these situations.

- Students often share samples of assessment reports with each other to illustrate different styles of creating professional reports. Assuming confidentiality is maintained, it is appropriate to do this. Problems arise when a student copies a majority of another student's assessment report into their own without adding original thought or discussion. This is considered an incidence of academic dishonesty.

- Graduate students will give multiple presentations throughout their time as a student. Oftentimes, the material presented will be similar to, or will build upon the material presented by other students or faculty. It is acceptable to include other's material as part of the presentation if the following criteria are met: 1) the original author is aware that the student will be including his/her material and has given verbal assent to do so; 2) the student acknowledges the original author during his/her presentation (either with a footnote or verbally); 3) a presentation which is presented as the student's own work actually consists largely of the student's original work and is not merely a compilation of others' work.
- Students will frequently have opportunities to present work that is the result of the combined efforts of several people. For example, a student may conduct a workshop at a conference on material that was developed within a training grant. It is inappropriate to present this work without acknowledging the multiple individuals or institutions (e.g. elementary schools) who have contributed in important ways to the final product.

Standards regarding plagiarism of written work are clearly delineated on the library website referenced previously and are not rewritten here. Students are expected to be aware of the above guidelines and to act with integrity in all professional and scholarly pursuits. If a student has concerns about whether another student has engaged in academic dishonesty, the student is encouraged to discuss the matter first with the fellow student. If the matter is not resolved, the concerned student is encouraged to discuss the matter with his or her own advisor.

If an incidence of academic dishonesty occurs, the student's advisor will discuss the situation with the student. If the incident is minor, the student and the advisor will resolve the situation. If the problem continues or is of a serious nature, the School Psychology Program will follow UO procedures in handling the situation.

## **FILING A PROGRAM PLAN**

Copies of students' program plan, signed by program faculty, must be filed with the program's Student Services Coordinator. Program plans are used as an advising tool between advisors and students. Students should begin developing their program plan during their first year, and submit the plan with the assistance of their advisor, for faculty approval by no later than the end of fall term of their second year. The following steps and regulations govern the submission and approval of student program plans:

**Step 1.** Obtain a copy of the program plan form from your advisor or the program's Student Services Coordinator.

**Step 2.** Secure an informal copy of your most recent University of Oregon transcripts from the Registrar's office or from Duckweb. If you are transferring any graduate credits from other universities, be sure to secure those transcripts as well. The Transfer of Graduate Credit form can be found online at

[https://gradschool.uoregon.edu/sites/default/files/transferGradCreditGS820\\_Redacted.pdf](https://gradschool.uoregon.edu/sites/default/files/transferGradCreditGS820_Redacted.pdf)

**Step 3.** Meet with your advisor and discuss your program plan. Identify a general plan as to how you will meet the program's requirements. In rare instances there may be requirements that you believe are not applicable to you (e.g., due to transfer coursework, etc.). At this time, negotiate how requirements that you believe are not applicable to you will be handled through waivers and transfers.

**Step 4.** Secure approvals for transfers or waivers from faculty, if applicable.

**Step 5.** Fill out School Psychology Program Plan, noting

a) courses taken and planned

b) any proposed exceptions to the published program of study (waivers or transfers)

**Step 6.** Give the completed Program Plan and supporting materials including transcripts, degree requirements, and waivers to your advisor.

**Step 7.** Meet with your advisor to reach final agreement on program.

**Step 8.** Return the Program Plan to advisor.

**Step 9.** Request to your advisor that your program plan be reviewed by the faculty at a regularly scheduled faculty meeting. When a student program plan is on the agenda for the executive session of a faculty meeting, the student's advisor discusses the plan with the other faculty, who each review the plan. If there is a consensus among the faculty present regarding approval of the plan, it is signed and returned to the Student Services Coordinator for filing. If the faculty determine that specific course proposals need revision, then it is the responsibility of the student's advisor to communicate that information to the student, and to work with the student in developing a revised program plan for resubmission to the faculty.

### **Course Substitution Policy**

Students admitted to the UO school psychology program are required to complete the program requirements that are current the year they begin their matriculation at UO. If program requirements are changed after a student enrolls in the program, the student may elect to use the more recent program of study requirements. In most cases, the student's program plan should reflect exactly what is indicated in the program requirements. There are two exceptions: 1) students may substitute graduate credits earned prior to their matriculation in the UO school psychology program for UO required courses that are essentially similar, and 2) in some circumstances a student may be allowed to substitute a UO course for a required non-SPSY course. Typically, SPSY 606 Field Studies and the SPSY 609/626 School Psychology Practicum sequence will be waived for students who enter the Ph.D. program having previously completed a NASP-approved specialist-level School Psychology Program; however, students must complete the process of petitioning to waive the course as described below. The following paragraphs provide details and processes for such course substitutions.

***Substitution of Non-UO Graduate Credits.*** If a student earned graduate credits prior to their matriculation in the UO program, they may petition to substitute some or all of these credits in lieu of required UO courses. The main criterion to be considered in making such substitutions is that the non-UO course was *essentially similar* to the UO course for which substitution is

requested. The process for making such a substitution is that the student, in consultation with their advisor, will complete a “Petition for Course Waiver” form (available at: <https://education.uoregon.edu/sites/default/files/petitionforcoursewaiver.pdf>) for each class in question, provide supporting evidence (transcript and course syllabus), and request that a UO faculty member who normally teaches the course in question review the request. The main criterion for the UO faculty member to consider for such requests is whether or not the non-UO course is essentially similar to the UO course in question. If the faculty member approves the request, it may be a complete substitution approval (meaning the course will be substituted as is), or it may be a modified substitution, meaning that the faculty member may require certain conditions to ensure similarity across the two courses. Examples of such modifications might include a 1-credit Reading and Conference on the course topic in order to cover additional materials, having the student work with the instructor in assisting in teaching the course, or asking the student to do another assignment or product related to the class. After the UO instructor approves a substitution, the student also obtains their advisor’s signature of approval, and the completed forms and supporting documentation will be included with their program plan for approval by the full faculty. As a general principle, program faculty will accept approved course substitutions on the plan of study without conditions when the UO instructor and the student’s advisor have approved the substitution. *It is essential that the student consult with their advisor prior to seeking a course substitution, and it is appropriate for the advisor to contact the UO course instructor prior to the student, to inform the instructor regarding this process and the advisor’s recommendation.*

***Substituting a Similar UO Course for a Required Course.*** In some instances it may be allowable for a student to substitute a UO course for a program required UO course, but only when the two courses are essentially similar, or cover the same basic foundations area. Such substitutions will not be approved for SPSY courses, but are only allowable for required courses taken outside the program, particularly foundations and breadth courses rather than methods or application courses. If such a substitution is sought, the student and their advisor jointly work out a plan for it, the advisor brings his or her recommendation to the next scheduled program faculty meeting, and the approval of the full faculty is sought. It may be useful to provide a justification statement or other information to clarify the purpose for the request. Approved course substitutions of this type must be clearly indicated on the student’s program plan.

## **SWITCHING DEGREE PROGRAMS WITHIN THE UO SCHOOL PSYCHOLOGY PROGRAM**

Students are admitted to the UO School Psychology Graduate Program as either a M.S. student or a Ph.D. student. Students who wish to be considered for a different degree program (i.e., switching from the M.S. to the Ph.D. program or switching from the Ph.D. to the M.S. program) must re-apply to the School Psychology program and submit one copy of their School Psychology Application Materials to the Director of Training by the School Psychology admissions application deadline. Students interested in changing degree programs should talk with their academic advisor about their interest and timing of the application.

### **School Psychology Application Materials:**

- 1) Cover Letter
  - a) Student should state that he/she wishes to switch degree programs

- b) Student should outline reasons and circumstances surrounding desire to switch degree programs
- c) For PhD applicants only: Student should name a tenure line faculty member in School Psychology that he/she wishes to work with
- 2) Current CV
- 3) Current UO Transcript
- 4) Personal Statement
  - a) Statement should include professional goals
  - b) Statement should address the goodness-of-fit between goals and chosen degree program
- 5) Two Letters of Recommendation
  - a) One from within the UO (for students applying to the PhD program, the letter should come from the faculty member he/she has identified as a possible advisor)
  - b) One from outside the UO

Upon receipt of admissions materials, the SPSY Faculty Committee will review materials. The SPSY Faculty Committee will determine whether the student will be invited to interview on the on-campus interview/finalists day. Only students who are interviewed will be considered for admission. Finalists will be rank ordered and offers of admission will be made based on student characteristics, program needs, and faculty availability. A completed admissions packet and interview will not guarantee the opportunity to switch degree programs. Offers of admission will be communicated to applicants using the standard channels of communication. Students offered admission must notify the Director of Training in writing of their decision to accept admission to a particular degree track by the date specified in their offer of admission.

Current students who are admitted to a new degree track must develop a new program plan based on their year of admission to their new degree program and may be responsible for additional coursework and degree requirements.

## APPENDIX A

# UNIVERSITY OF OREGON

## School Psychology Program

### Master's Degree Requirements

*Revised August 2018<sup>1</sup>*

Completion of a Master of Science degree in School Psychology at the University of Oregon requires a minimum of 92 credit hours, including required courses in four domains, practicum experiences, and a 1,200 clock hour internship. This program typically requires two years of full-time study on campus for completion of the coursework and practica, plus a full-time internship that is completed during the third year of the program. Students in the M.S. program complete a Professional Competencies Portfolio as a culminating project.

#### **PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS (8 credits minimum)**

Theories of Learning and Instruction (4 credits)

SPED 660      Design of Instruction (4)

Human Development and Psychopathology (4 credits)

SPSY 650      Developmental Psychopathology (4)

#### **MEASUREMENT AND ASSESSMENT (15 credits minimum)**

SPSY 671      Behavioral Assessment (4)

SPSY 672      Intellectual Assessment (4)

SPSY 674      Educational Assessment (4)

SPSY 617      Tests & Measurement (4)

**-OR-**

EDLD 663      Measurement & Assessment (3)

#### **STATISTICS AND RESEARCH (9 credits minimum)**

Statistics and Research Design (6 credits)

EDUC 614      Educational Statistics (3)

EDUC 650      Single-Subject Research Methods I (3)

Application of Research Skills (3 credits minimum)

SPSY 503      Master's Thesis (1-16) (formal thesis option)<sup>2</sup>

**-OR-**

SPSY 601      Research team experience or independent research (1-16)<sup>3</sup>

#### **PRACTICE OF SCHOOL PSYCHOLOGY (37 credits minimum)**

Consultation (8 credits)

SPSY 630      Introduction to Consultation (4)



SPSY 632      Advanced Consultation (4)

Academic and Social Behavioral Interventions (15 credits)

SPSY 610      Beginning Counseling Skills (3)

SPSY 631      Academic and Behavioral Interventions (4)

SPED 540      Early Literacy for Diverse Learners (4)

**-AND- one of the following:**

SPED 522      SPED Math Instruction (4)

SPED 526      Behavior and Classroom Management (4)

CPSY 615      Counseling Diverse Populations (4)

EDLD 623      Cultural Adaptations of Evidence-Based Practices (4)

Professional Standards and Ethics (14 credits)

SPSY 661      Principles and Practices in School Psychology (4)

SPSY 662      Foundations of Clinical Supervision (3)

SPED 628      Law and Special Education (3)

SPSY 663      Professional Ethics (3)

SPSY 605      Reading: Final Professional Competencies Portfolio (1)<sup>4</sup>

**PRACTICUM EXPERIENCES** (14 credits and 560 clock hours minimum)

Field Studies (5 credits; 200 clock hours minimum)

SPSY 606      Field Studies: Introductory (2) (Winter and Spring quarters) (80 clock hours)

SPSY 606      Field Studies: Acad Intv Clinic (3) (Summer quarter) (120 clock hours)

Integrated Practicum (9 credits; 360 clock hours minimum)

SPSY 609      Practicum Field Experience (3) (Fall quarter) (120 clock hours)

SPSY 609      Practicum Field Experience (3) (Winter quarter) (120 clock hours)

SPSY 626      Final Supervised Field Experience (3) (Spring quarter) (120 clock hours)

**INTERNSHIP EXPERIENCE** (9 credits and 1,200 clock hours minimum)

SPSY 704      School Psychology Internship (3) (Fall quarter)

SPSY 704      School Psychology Internship (3) (Winter quarter)

SPSY 704      School Psychology Internship (3) (Spring quarter)

**NOTES**

<sup>1</sup>Pending approval of COE and UO Curriculum Committees.

<sup>2</sup>If writing a Thesis, a minimum of nine credit hours of 503 Thesis is required by the Graduate School and College of Education. For the term in which a degree is granted, graduate students must register for at least 3 graduate credits. If submitting a master's degree thesis in this final term, registration must include at least 1 of the 3 credits as Thesis (503)  
See the Graduate School website for additional thesis and graduation requirements.

<sup>3</sup>SPSY 601 Research may include credits earned from working on a faculty-led research team, completing an independent research project that does not conform to the standards of a traditional Thesis, or working on student-directed dissertation research projects.

<sup>4</sup>Students register for SPSY 605 Reading: Final Professional Competencies Portfolio Evaluation during the term prior to beginning internship (typically spring of 2<sup>nd</sup> year).

## APPENDIX B

# UNIVERSITY OF OREGON

## School Psychology Program

### Master's Degree Program Competencies

*Revised August, 2014*

#### **1) *Mastery of foundational knowledge in psychology and education.***

- a) *Document completion of all courses listed in the Psychological and Educational Foundations domain of the program requirements, with a grade of B- or higher.*
- b) *Submit a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. If the paper was completed as part of a course, the student must document receiving a grade of B- or higher; if the paper was completed independently, then a member of the school psychology faculty must read and approve the paper.*

#### **2) *Develop expertise in planning and participating in applied research in psychology and education.***

- a) *Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed in addition to the study designed for this requirement. Studies will either be completed as part of a course and receive a grade of B- or higher or developed as part of a research team and approved by the supervising faculty member.*
- b) *Assist with an empirical research study or conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass).*
- c) *Successful completion of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research.*

#### **3) *Demonstrate proficiency in professional writing and scholarly analysis.***

- a) *Prepare a written review of at least one professional publication (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member.*
- b) *Write at least one scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member.*

**4) *Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.***

- a) *Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must be approved by a school psychology faculty member.*
- b) *Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention. Reports must be approved by a school psychology faculty member.*
- c) *Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Reports must be approved by a school psychology faculty member.*
- d) *Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within school, entire school), school system, or agency. Reports must be approved by a school psychology faculty member.*
- e) *Submit ratings on all evaluations from practicum supervisors. Evaluations reflect satisfactory performance for all professional behavior and work characteristics, initial proficiency (prior to graduation) in all practice domains assessed by the Professional Growth Assessment, and earn a satisfactory rating in all areas on the Practicum Performance Evaluation.*

**5) *Demonstrate skills in leadership and professional service.***

- a) *Participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees.), and write a brief (1-2 page) analysis of your role and experience.*

**6) *Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology***

- a) *Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology.*
- b) *Serve as primary or co-author for at least one of the following. Include relevant materials (e.g., paper, presentation slides/notes, videotape).*
  - i. *Paper, poster, symposium, or workshop at a professional conference (national, regional, or local) related to the practice of school psychology.*
  - ii. *Publication of a journal article, book chapter, professional newsletter article, or training manual related to the practice of school psychology.*

- iii. *Inservice training, workshop, or seminar related to the practice of school psychology for a school district, community agency, or professional group.*
- iv. *Preservice training or class lecture related to the practice of school psychology.*

**APPENDIX C**

UNIVERSITY OF OREGON, COLLEGE OF EDUCATION, SPECIAL EDUCATION AND CLINICAL SCIENCES

# School Psychology Program (M.S.) Graduate Student Annual Activity Summary

Revised August, 2014

---

**Name:** \_\_\_\_\_

**Year Entered Program:** \_\_\_\_\_

**Academic Year Reviewed:** \_\_\_\_ - \_\_\_\_

**Advisor:** \_\_\_\_\_

**School Psychology Program (M.S.): Graduate Student Annual Activity Summary**

**Instructions:** The Activity Summary is designed to be a working document, one that you update each year. Thus, by the end of your time in the master's program the Activity Summary will document successful completion of all competencies. Thus, when updating the Summary do not erase material from previous years, simply add to it. Do not be concerned if you do not have information to enter into some sections; the form serves students at all levels of training.

Please turn in the Activity Summary and supporting documents to Emily Cornell by no later than May 15 of the current academic year.

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of entry to Program: \_\_\_\_/\_\_\_\_/\_\_\_\_ Advisor: \_\_\_\_\_

**1. Master of foundational knowledge in psychology and education.**

- a. Document completion of all courses listed in the Psychological and Educational Foundations domain of the program requirements, with a grade of B- or higher. Include unofficial transcripts in your portfolio.
- b. Submit a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. If the paper was completed as part of a course, the student must document receiving a grade of B- or higher; if the paper was completed independently, then a member of the school psychology faculty must read and approve the paper. Include a copy of the paper, with grading feedback from the Instructor, in your portfolio.

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

**2. Develop expertise in planning and participating in applied research in psychology and education.**

- a. Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed in addition to the study designed for this requirement. Studies will either be completed as part of a course and receive a grade of B- or higher or developed as part of a research team and approved by the supervising faculty member. Include a copy in your portfolio. If you have planned additional studies, please copy and paste the study information and document them below.

*Study 1:*

Title of study: \_\_\_\_\_ Date design completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Designed as part of (circle one): course      research team      independent project

If course, grade received: \_\_\_\_\_ Have you run or do you plan to run this study?: YES    NO

- b. Assist with an empirical research study or conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass). Include a copy in your portfolio.**

Research team/Doctoral candidate and faculty supervisor: \_\_\_\_\_

Dates of participation: From \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Title of study: \_\_\_\_\_

Your role: \_\_\_\_\_

- c. Successful completion of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research. Place a copy of the CITI certificate in your portfolio.**

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

**3. Demonstrate proficiency in professional writing and scholarly analysis**

- a. Prepare a written review of at least one professional publication (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member. Include a copy in your portfolio.**

What did you review (select one): journal article   book   book chapter   other \_\_\_\_\_

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Course completed as part of (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_

Faculty member you completed the review with (if applicable): \_\_\_\_\_

- b. Write at least one scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member. Include a copy in your portfolio.**

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_   Course: \_\_\_\_\_ Title: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_



**4. Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.**

- a. Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member. Please include copies of all reports below in your portfolio—use pseudonyms or black out identifying information.**

*Report 1:*

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

*Report 2:*

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

- b. Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention. Reports must be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member.**

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

- c. Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Reports must be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member.**

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

- d. **Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within school, entire school), school system, or agency. Reports must be approved by a school psychology faculty member. Include the evaluative feedback you received from the Instructor or faculty member.**

Date completed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Course: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade on paper or approval of faculty member: \_\_\_\_\_

- e. **Submit ratings on all evaluations from practicum supervisors. Evaluations reflect satisfactory performance for all professional behavior and work characteristics, and a satisfactory rating in all domains assessed on the Practicum Performance Evaluation. Below, list the term and supervisor for which you have submitted evaluations.**

Term	Supervisor	Placement (e.g., school)
------	------------	--------------------------

5. **Demonstrate skills in leadership and professional service**

- a. **Participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees.), and write a brief (1-2 page) analysis of your role and experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process?**

Committee: \_\_\_\_\_

Your role: \_\_\_\_\_

6. **Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.**
- a. Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology. Record your attendance (and presentations, if applicable) below.

Year	Conference(s) Attended	Type of Presentation				Faculty/students involved
		Poster	Paper in symposium	Workshop	Panel	

- b. Serve as primary or co-author for at least one of the following. Describe below.
- Paper, poster, symposium, or workshop at a professional conference (national, regional, or local) related to the practice of school psychology.
  - Publication of a journal article, book chapter, professional newsletter article, or training manual related to the practice of school psychology.
  - Inservice training, workshop, or seminar related to the practice of school psychology for a school district, community agency, or professional group.
  - Preservice training or class lecture related to the practice of school psychology.

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Describe the activity and your role:

---

Student Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

## APPENDIX D: M.S. Course Sequence (effective Fall 2018)

FALL	WINTER	SPRING	SUMMER
<b>Year 1</b>			
SPSY 661 Principles & Practices (4) SPSY 671 Behavioral Assessment (4) SPSY 617 Tests & Measurement (4) OR EDLD 663 Measurement & Assmt (3) SPED 540 Early Lit for Div Learn (4) <i>SPSY 601 Research (variable)</i>	SPSY 606 Field Studies: Introductory (1) SPSY 674 Educational Assessment (4) SPED 628 Law and Special Ed (3) <i>SPED 526 Behav &amp; Class Mgmt (4)</i> EDUC 650 Single-Subject Res Meth I (3) <i>SPSY 601 Research (variable)</i>	SPSY 606 Field Studies: Introductory (1) SPSY 672 Intellectual Assessment (4) SPSY 630 Intro to Consultation (4) SPSY 610 Acad & Beh Interv (4) SPSY 610 Beg Counseling Skills (3) OR SPSY 650 Developmental Psychopath (4) <i>SPSY 601 Research (0)</i>	SPSY 606 Field Studies: Acad Intv Clinic (3)          Total Credits: 3
Total Credits: 15+	Total Credits: 11+	Total Credits: 16-17	
<b>Year 2</b>			
SPSY 609 Practicum (3) SPSY 663 Professional Ethics (3) SPED 660 Design of Instruction (4) <i>SPSY 601 Research (variable)</i>	SPSY 609 Practicum (3) SPSY 632 Adv Consultation (4) EDUC 614 Educational Stats (3) <i>CPSY 615 Counseling Diverse Pops (4)</i> <i>SPSY 601 Research (variable)</i>	SPSY 626 Final Field Experience (3) SPSY 605 Rdg: Prof Portfolio Eval (1) SPSY 610 Beg Counseling Skills (3) OR SPSY 650 Developmental Psychopath (4) <i>SPED 522 Math Instruction (4)</i> <i>EDLD 623 Cult Adapt Evid Based Prac (4)</i> <i>SPSY 601 Research (variable)</i>	
Total Credits: 10+	Total Credits: 10+	Total Credits: 7-8+	
<b>Year 3</b>			
SPSY 704 Internship (3)    Total Credits: 3	SPSY 704 Internship (3) SPSY 662 Found of Clinical Supv (3)   Total Credits: 6	SPSY 704 Internship (3)   Total Credits: 3	

- *This course sequence is subject to change in response to COE curricular and/or scheduling changes.*
- *Items in italics include courses in which students have flexibility in scheduling (e.g., choose one intervention course, 3 total of SPSY 601 Research). Non-italicized courses should be taken during the term indicated to meet pre-requisites and prevent course scheduling conflicts.*
- *Students should work with their advisor to develop a program plan and address any course waivers/substitutions.*
- *NASP requires a minimum of 90 credits for NCSP eligibility and program accreditation.*

## APPENDIX E: TSPC Licensure Checklist

### Initial School Psychologist Endorsement Planned Program University of Oregon, College of Education *Updated September 2018*

Last Name	First	MI	Former
-----------	-------	----	--------

Name of Advisor	Date
-----------------	------

#### I. A minimum of 92 graduate credits to include the following:

8 credits in Psychological and Educational Foundations

_____	SPSY 650	Developmental Psychopathology	4 credits
_____	SPED 660	Design of Instruction	4 credits

24 credits in Measurement, Statistics, and Assessment

_____	EDLD 663	Measurement & Assessment (or SPSY 617 Tests & Measurement)	3 credits
_____	EDUC 614	Educational Statistics	3 credits
_____	EDUC 650	Single-Subject Research Methods I	3 credits
_____	SPSY 671	Behavioral Assessment	4 credits
_____	SPSY 672	Intellectual Assessment	4 credits
_____	SPSY 674	Educational Assessment	4 credits
_____	SPSY 601	Research	3 credits

23 credits in Methods of School-Based Intervention and Consultation

_____	SPSY 630	Introduction to Consultation	4 credits
_____	SPSY 632	Advanced Consultation	4 credits
_____	SPSY 631	Academic and Behavioral Interventions	4 credits
_____	SPSY 610	Beginning Counseling Skills	3 credits
_____	SPED 540	Early Literacy for Diverse Learners	4 credits
_____		Elective Interventions Course (see advisor for approved options)	4 credits

14 credits in Professional School Psychology

_____	SPSY 661	Principles and Practices of School Psychology	4 credits
_____	SPED 628	Law and Special Education	3 credits
_____	SPSY 662	Foundations of Clinical Supervision	3 credits
_____	SPSY 663	Professional Ethics	3 credits
_____	SPSY 605	Reading: Final Professional Competencies Portfolio	1 credit

23 credits in School Psychology Practicum/Internship

_____	SPSY 606	Field Studies: Introductory	2 credits
_____	SPSY 609	Field Studies: Acad Intv Clinic	3 credits
_____	SPSY 609	Practicum Field Experience (Fall)	3 credits
_____	SPSY 609	Practicum Field Experience (Winter)	3 credits
_____	SPSY 626	Practicum Final Supervised Field Experience (Spring)	3 credits
_____	SPSY 704	School Psychology Internship	9 credits
<i>*Doctoral students may complete internship credits as Pre-Internship Planning credits</i>			

**II. In addition, the SPSY Program and Oregon Teacher Standards and Practices Commission (TSPC) require the following:**

*\*Note that TSPC occasionally updates licensure requirements, so you should check the TSPC website for current requirements at the time of application.*

**A. Test of Specialty Area**

\_\_\_\_\_ Passing Scores on the Praxis II Specialty Area Test: School Psychologist (#10400)

**B. Test of Civil Rights**

\_\_\_\_\_ Passing Scores on the Protecting Student and Civil Rights in the Educational Environment Test, offered through the Oregon Educator Licensure Assessments (ORELA).

**C. Verification of Completion of a Masters Degree or higher in a behavioral science (list institution, degree/major, and date):**

\_\_\_\_\_

Reviewed by Licensure Office \_\_\_\_\_

Date: \_\_\_\_\_

**III. To be completed by Director of Training at the time of program completion:**

I verify that \_\_\_\_\_ has fulfilled the requirements of The University of  
Student's Name

Oregon College of Education TSPC approved initial licensure program in School Psychology, *including passing all tests required by TSPC for Initial School Psychology licensure.*

\_\_\_\_\_  
Director of Training, School Psychology Program

\_\_\_\_\_  
Date

If denied, reason(s):