

**SCHOOL PSYCHOLOGY  
PH.D. STUDENT HANDBOOK  
2019-2020 Academic Year Revision**



**School Psychology Program  
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## WELCOME!

Welcome to the School Psychology Program at the University of Oregon. 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.

Our doctoral program is fully accredited by the American Psychological Association (APA), and has full program approval from the National Association of School Psychologists (NASP). Our next APA site visit is scheduled for 2021.

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 Ph.D. in School Psychology are included in Appendix A. These materials are 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. All of the forms and related resources that are described in this handbook are available as downloads or links on the website.

Again, 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 Program is to prepare our students to become *leaders and innovators* in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the 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 doctoral program in School Psychology at the University of Oregon includes an individualized plan of study with 149 quarter credits minimum, culminating in an original research dissertation, a pre-doctoral internship, and the Doctor of Philosophy (Ph.D.) degree. This program prepares students to qualify for state board of psychology examiner's licensure as a professional psychologist, as well as state department of education certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are

automatically eligible for the Nationally Certified School Psychologist (NCSP) credential offered by the National Association of School Psychologists. It should be noted that students must complete a minimum of 600 school-based internship hours in order to be eligible for the NCSP credential.

Students are not required to earn a master's degree as they progress toward their Ph.D., but may elect to do so through completion of a M.S. degree in Special Education. Students interested in pursuing a concurrent M.S. degree in Special Education should work with their SPSY Advisor and the SPED Program Director to develop a program plan. Please be aware that additional coursework in special education is required.

The doctoral program is accredited by the American Psychological Association<sup>1</sup> (APA) and approved by National Association of School Psychologists<sup>2</sup> (NASP) and by the Oregon Teacher Standards and Practices Commission<sup>3</sup>.

This program manual describes the elements of graduate study 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*.

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<sup>1</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>2</sup>National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814; (301) 657-0270; <http://www.nasponline.org>

<sup>3</sup>Oregon Teacher Standards and Practices Commission, 250 Division Street NE, Salem, OR 97301; (503) 378-3586; <http://www.oregon.gov/tspc>

## **PROGRAM OBJECTIVES AND COMPETENCIES**

### **Objectives**

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

1. master basic foundational knowledge in the fields of psychology and education
2. develop expertise in planning and conducting applied research in psychology and education
3. demonstrate proficiency in professional writing and scholarly analysis
4. deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency
5. demonstrate skill in teaching, at both the university pre-service level and the professional in-service level
6. develop skills in supervision of school psychology services
7. demonstrate skills in leadership and professional service
8. develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology

### **Competencies**

As students progress through the program, they develop competencies in several key areas, described next. Students document their progress toward 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 program prior to graduation.

- 1. *Students will master basic foundational knowledge in the fields of psychology and education.***
  - a. Receive a passing grade (B- or higher) on all courses listed in the Psychological and Educational Foundations domain of the program requirements.
  - b. Obtain a passing grade on 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 (please include a copy of the paper in your portfolio and the faculty member's feedback on your paper).

- c. Document satisfactory understanding and competence in APA required core content areas.

**2. *Students will develop expertise in planning and conducting applied research in psychology and education.***

- a. Obtain a passing score on research proposal section of comprehensive examination. Please include. Please attach a copy of any documentation you received upon successful completion of your research comprehensive examinations. Only include information regarding the final outcome of this exam.
- b. Successful completion (score of 80% or higher) of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research (Place a copy of the CITI certificate in your portfolio).

**3. *Students will demonstrate proficiency in professional writing and scholarly analysis.***

- a. Receive a passing score on a written review of at least two professional publications. Reviews must either have received a grade of B- or better in a course or scored by a school psychology faculty member. Please turn the reviews in with your portfolio along with any grading rubrics or faculty feedback.
- b. Receive a passing score on at least one comprehensive 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. If not completed as part of a course, indicate the approving faculty member. Please turn in the paper along with the completed grading rubric or faculty feedback.
- c. Receive a passing score on the case comprehensive examination. Please attach a copy of any documentation you received upon successful completion of the case comprehensive examinations. Only include information regarding the final outcome of this exam.

**4. *Students will develop proficiency in delivering psychological services in school settings, including assessment, intervention, and consultation skills.***

- a. Receive passing scores on 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 either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please include copies in your portfolio—use pseudonyms or black out identifying information.
- b. Receive a passing score on a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem, including pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) above.
- c. Receive a passing score on a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention. Report must either have

- received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.
- d. Receive a passing score on a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school, school system, classroom system, or agency. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.
  - e. Successfully complete practicum and internship experiences. Submit evaluation reports from all practicum supervisors.
- 5. *Students will obtain experience and develop skills in teaching, at both the university pre-service level and the professional in-service level.***
- a. Successfully prepare and give at least two lectures in undergraduate or graduate level courses. Please turn in your lesson plan and supporting materials (e.g., Powerpoint slides) with your portfolio. Also turn in a written evaluation (1-2 pages) of your teaching completed by your supervisor in the course.
  - b. Successfully plan and conduct at least one in-service training program for professionals or parents. Please include supporting materials (e.g., Powerpoint slides) with your portfolio. Also, please include a brief (1-2 page) analysis of the in-service. Describe the purpose of the in-service, what you think went well, and areas you could improve. Include this analysis in your portfolio
  - c. Submit evaluations from all individuals who supervised your teaching.
- 6. *Students will obtain experience and develop skills in supervision of school psychology services.***
- a. After successfully completing the first two years of practicum and coursework and the SPSY 609/626 school-based practicum, demonstrate satisfactory skills in the provision of supervision of a student enrolled in practicum or practicum-related course, for at least one quarter, while enrolled in SPSY 602 Supervised College Teaching. The Foundations of Clinical Supervision course is a pre-requisite for this experience. You must receive a grade of at least satisfactory in SPSY 602. Also, please write a brief (1-2 page) analysis of your experience. Describe what you think went well, and areas you could improve. Include this analysis in your portfolio.
  - b. Submit evaluations for all individuals who oversaw your supervision.
- 7. *Students will obtain experience and develop skills in leadership and professional service.***
- a. Successfully 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). Also, please write a brief (1-2 page) analysis of your 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?
- 8. *Students will 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 two professional conferences or conventions (at least one of which is national), and present a paper, poster or workshop, or participate in a symposium during at least one of these meetings.
- b. Satisfactorily reflect upon a professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation (note this could be documented as well in 5b). Please write a brief (1-2 page) analysis of your experience. Describe the purpose of the professional training opportunity. What did you find especially worthwhile about this training opportunity? How might this experience impact your professional behavior?

## **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 365 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 email services and check their messages frequently (at least once per day is recommended). Students may 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.

## **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 majority of decisions regarding their program, 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.

### **Initial Assignment to an Advisor**

Upon acceptance into the School Psychology Program, students are assigned to faculty advisors. In making these assignments, the faculty consider a number of factors for doctoral students, 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.

### **Formalizing the Advisor/Advisee Relationship**

During their first year in the program, doctoral students identify their advisor in a more formal manner, and determine whether the initial advising assignment should continue beyond the first year. This decision is bilateral, based upon the matching of student and faculty interests, philosophy, and/or working compatibility. Students should talk with their potential advisor about

their current interests and long term plans. If it is determined that the student should make a change in advisor from their initial first year assignment, the student should reach an agreement with their prospective new advisor, and should submit a completed Change of Advisor form to the Student Services Coordinator, Emily Cornell, in 340 HEDCO.

### **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 Ph.D. 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 recommendations by APA and by NASP for doctoral training. In addition to completing the basic required academic courses, doctoral students complete two supervised college teaching experiences. Also included are the practicum and internship experiences where specific competencies are to be demonstrated. All courses are selected by students in consultation with their advisor. 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. Students are exposed to the following areas: theories of learning and instruction, history of psychology; individual differences in behavior; human development; psychopathology, biological aspects of behavior; cognitive aspects of behavior, and social aspects of behavior.

## **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 the doctoral dissertation.

## **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 to decrease learning and social-behavioral problems, 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 (described next), and professional standards and ethics. In addition, students complete applied field study and practicum experiences designed to help students apply what they have learned.

## **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 that involves supervision of others in field experiences or other applied courses. 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. See the Teaching Opportunities section of this handbook for additional information on SCTs.

## **Concurrent Master's Degree in Special Education**

Doctoral students in School Psychology may obtain a concurrent Master's degree (M.S.) in Special Education during their programming here at the University. For more information about this optional degree, students can get materials from the Student Services Coordinator and their advisor in school psychology. Students should also contact the Special Education Program Director to develop an approved Program Plan. Students should complete the Program Plan by the end of their second school year to develop the sequence of courses and/or activities that fits within SPSY requirements and meets the SPED M.S. requirements. Students should be aware that additional coursework and activities are required.

### **Internship Experience**

Consistent with the standards of the American Psychological Association and 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. Clinic-based internships may last 12 months. These experiences are typically paid, and supervision is the primary responsibility of the internship settings. Numerous settings are available within Oregon and nationally. Doctoral students must complete at least 1,500 clock hours of internship experience, with at least 600 hours occurring in school-based settings.

### **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.

Doctoral students complete a minimum of 560 clock hours of field experiences. These practicum-related 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).

In addition to the three required practicum-related experiences, doctoral students may complete advanced practica related to the student's professional goals and specialization interests. Advanced practica must be approved by SPSY program faculty.

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 and advanced 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. This experience may be offered as a SPSY 609 Practicum in a limited capacity. If you are interested in this option, please see the instructor of record for information about availability and how to apply.

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

For each of the three academic quarters during Year 2, Ph.D. students are placed in a public school setting under the supervision of a licensed school psychologist. Springfield, Eugene 4J, 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 for the school-based experience are made prior to the beginning of the following fall quarter.

### **Advanced Practicum (Year 3-4: 340 Clock Hours)**

School psychology doctoral students are strongly encouraged to complete advanced practicum training during their third and/or fourth year of the program. The goal of the advanced practicum is to allow students to gain expertise in a specific area of applied practice of interest to them. Students choosing this option should plan on completing at least 340 hours to be competitive for APPIC internships (which typically expect at least 1,000 supervised practicum hours).

Advanced practicum opportunities are made available in a variety of ways and may change from year to year. At least once per year, the SPSY program will provide information about approved advanced practicum experiences, including general description of the practicum experience, expected commitment, name of the designated site-based contact person, application process and deadline (if applicable). Students are responsible for contacting the site's designee and applying for practicum experiences of interest. Examples of recent advanced practicum sites include the UO Child and Family Center, UO Center on Teaching and Learning Academic Intervention

Clinic, Oregon Social Learning Center, Oregon Health Sciences University Child Development and Rehabilitation Center, and UO College of Education Hedco Assessment Clinic.

Occasionally, advanced practicum opportunities are available outside of these sites with formal application procedures. Students who are interested in completing advanced practicum experiences in a local school district should contact the program's Practicum Coordinator (not the school district) to inquire about the availability of this type of experience. If/when advanced practicum experiences are available through a faculty-led research team, students should contact the SPSY faculty leading the team to inquire about the experience. If other program-approved opportunities become available during the academic year, information will be shared with all SPSY students by email.

For all advanced practica, students and faculty should understand the following:

- Advanced practicum experiences must be part of an overall written program plan, approved by their academic advisor and overseen by a designated SPSY program faculty member.
- To log practicum hours for APPIC/APA-accredited internship applications, the practicum must be program approved, and you must have supervision from a psychologist.
- At least two weeks prior to the start of the term of practicum, students should work with the designated SPSY faculty to develop a written plan for the advanced practicum experience outlining the practicum goals, expected experiences, credits/expected clock hours, supervision plan, and evaluation methods.
  - a. Logs (including documentation of supervision), written supervisor evaluations, and any other materials specified in the written plan (e.g., case reports, reflection papers) must be turned in to the designated SPSY faculty on a quarterly basis.
- Students must register for SPSY 609 Advanced Practicum during each quarter that practicum work is to be completed (1 credit = 4 hrs/week). The SPSY faculty member designated to oversee the experience will serve as the instructor of record, and assign a grade after logs, written supervisor evaluations, and other identified materials are received.
- In some cases, it may be appropriate for a student to register for either research credit or practicum credit for a field-based clinical research experience. Either option is satisfactory, but students may not "double count" both types of credit for the same experience.
- Students may not earn practicum credits or clock hours for work completed as a paid employee.

### **Practicum Evaluation Process**

Detailed practicum evaluation procedures are provided to students in the SPSY 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 American Psychological Association and the National Association of School Psychologists, doctoral 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. The doctoral internship typically occurs during the sixth year of the program.

School-based internships are typically 9-10 months in duration. Clinic-based internships may last up to 12 months. Doctoral students must accrue at least 1,500 clock hours of internship experience, with 600 hours in school-based settings. 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. During the year prior to their internship, doctoral students complete 8 credits of SPSY 605 Reading: Pre-Internship Planning credits, and register for 1 credit of SPSY 704 during their final term prior to the internship experience. Upon successful completion of all internship requirements, including passing the Praxis exam, a final grade for the SPSY 704 credit will be awarded.

The UO Graduate School allows doctoral students who have successfully defended their dissertation and received an internship assignment to apply for On-Leave status during

internship. During these terms, students will not be required to pay tuition or fees. **If students are eligible for On-Leave status because they have successfully defended their dissertation and received an internship assignment, they are not required to register for 3 credits of Dissertation (SPSY 603) during the term in which they graduate.**

Doctoral students who have not successfully defended their dissertation prior to embarking on an internship must continue to register for a minimum of 3 credits of Dissertation (SPSY 603) until they successfully defend their dissertation. Once they have defended their dissertation, they become eligible for On-Leave status as described above.

Students are also responsible for complying with all other applicable Graduate School deadlines and requirements related to dissertations and graduation. The On-Leave terms associated with the internship requirement are in addition to the six terms of leave that are available to all doctoral students. Students should be aware that being “On-Leave” or being enrolled at less than a half time level (5 credits) has implications for eligibility for new student loans and repayment of previous student loans. Once a doctoral student is advanced to candidacy, they are considered full-time when registered for 3 dissertation credits.

#### EXAMPLES:

*Student A defends her dissertation in Spring Term prior to the internship year. She can be On Leave for up to three terms. The student should also have completed 8 credits of Pre-Intern Planning in the year prior to Internship and registered for 1 credit of Internship in the term prior to beginning internship, so that she completes a total of 9 credits related to Internship (8 credits of SPSY 605 and 1 credit of SPSY 704).*

*Student B defends his dissertation during the Winter Term of his internship year and will complete the internship during the following Summer term. He will register for 3 credits of Dissertation during Fall and Winter terms, be On Leave for Spring and Summer terms. The student should also have completed 8 credits of Pre-Intern Planning in the year prior to Internship and registered for 1 credit of Internship in the term prior to beginning internship, so that he completes a total of 9 credits related to Internship (8 credits of SPSY 605 and 1 credit of SPSY 704).*

*Student C defends her dissertation in the Spring term, which is the last term of her Internship year. She will register for 3 credits of Dissertation during Fall, Winter, and Spring Terms. The student should also have completed 8 credits of Pre-Intern Planning in the year prior to Internship and registered for 1 credit of Internship in the term prior to beginning internship, so that she completes a total of 9 credits related to Internship (8 credits of SPSY 605 and 1 credit of SPSY 704).*

Please direct any questions about internship registration to Dr. Laura Lee McIntyre, who serves as the program’s Internship Coordinator.

**Students on internship must also be aware of the Graduate School policy on registering for dissertation credits:** Students must be enrolled for a minimum of three (3) credits of Dissertation (SPSY 603) during the term of the oral defense.

## **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. Students who participate in APPIC internships typically receive less compensation. 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 Doctoral Internship Sites**

As an APA-accredited and NASP-approved program, we expect that our doctoral students will complete their internships at sites that are compatible with our program’s philosophy and training objectives, that provide the highest level of training and supervision, and that meet the doctoral internship training standards for APA and NASP. Doctoral students are expected and encouraged to apply for internships at sites that are part of the Association of Psychology Postdoctoral and Internship Centers (APPIC) system (see [www.appic.org](http://www.appic.org) for more details).

Because there are fewer APPIC internships available for doctoral students than the number of students seeking these internships nationwide, we recognize the need for some flexibility in this requirement. In situations where a student is not able to obtain an internship at an APPIC-member site, or where their training interests or personal circumstances cannot be realistically met through available APPIC sites, students are expected to pursue internship placements at sites that have formal internship programs that meet the basic elements of the Council of Directors of School Psychology Programs (CDSSP) internship training standards. The CDSSP policy is available at <https://sites.google.com/site/cdspphome/2012guidelines>.

Doctoral students who wish to have an internship approved that involves an exception from these guidelines must make a formal written request to their advisor and Internship Coordinator, who will take the request to a faculty meeting for approval by a majority vote of the faculty. The written request must describe the proposed internship, how it deviates from APPIC/CDSSP internship standards, and why it meets their particular internship training need. In all instances, interns must receive a minimum of 2 hours per week of individual supervision by a licensed psychologist or licensed/certified school psychologist.

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

Doctoral students seeking internships through the APPIC process should begin their site screening and application preparations during the summer or early fall of the year prior to their planned internship. The APPIC application deadline and timelines are posted at [www.appic.org](http://www.appic.org). The APPIC process generally includes application deadlines in early November, with interviews early winter and the match process concluding in late February.

Selection of internship sites that are not part of the APPIC system generally occurs on a later timetable than the APPIC process. For these internships, prime time for recruitment, applications, and candidate selection is generally from February through May. Many of these non-APPIC 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 or early spring 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 sometimes 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 will likely 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, including those that are members of the APPIC system, 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 doctoral interns must hold a doctoral degree in psychology, and in accordance with APA and APPIC Internship Guidelines, must be appropriately credentialed psychologists (e.g., board licensed or state department of education certified). Internship supervisors from sites that are not APPIC accredited must be approved by the Internship Coordinator and verification of their 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. In addition, we require at least two additional hours per week beyond the individual supervision for purposes of supervised didactic training and professional development. These additional two hours could be group supervision, case presentations, seminars, observing the supervisors, attending staffing meetings, or other appropriate activities that are specified as part of the intern's written plan.

### **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 and during specific academic quarters. 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*. For students completing APPIC internships, contracts may be submitted to the Internship Coordinator within 1-week of the commencement of their internship. 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 academic quarter, such as rotations, site placement, etc.
- Specific, quantifiable objectives for your internship (e.g., types of services provided, populations and problems you will gain expertise with, activities you will engage in)
- Supervision; who will provide supervision, 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 or dissertation research
- 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 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 **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, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements.

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
- A completed Intern Evaluation form (available on the program website)
- 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.
- 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.

## **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 Director of Training 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.

## **ADVANCEMENT TO DOCTORAL CANDIDACY**

Within the UO College of Education, the purpose of advancement to candidacy includes:

1. Providing Ph.D. students with an opportunity to demonstrate their knowledge and expertise in specific areas of study.
2. Setting the occasion for Ph.D. students to integrate their knowledge and skills in professional activities related to their scholarship and teaching.
3. Evaluating Ph.D. students' competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation.

Advancement to doctoral candidate status in the school psychology program occurs after a student (a) completes their basic core program coursework, which generally requires three years of full-time study in the program, (b) has completed their integrated school-based practicum, and (c) has successfully passed their comprehensive examination.

The process for advancing a student to doctoral candidacy is set in motion by the Program Director and the Student Services Coordinator, after the student has passed their comprehensive examination. It is the Graduate School, not the program, that makes the formal determination of advancement to candidacy, following recommendation of the student by the program.

Students may not register for dissertation credits, hold a dissertation proposal meeting, or otherwise begin work on their Ph.D. dissertation until they have been advanced to doctoral candidacy.

## **OTHER DEGREE REQUIREMENTS**

### **Doctoral Degree Requirements Established by the Graduate School**

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the Graduate School. These requirements are explained in detail on the Graduate School's website (<http://gradschool.uoregon.edu>), and are summarized briefly as follows:

Minimum coursework requirement. The student must complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree.

Residency. At least one academic year must be spent in residence on the Eugene campus after the student has been classified as an admitted doctoral student.

Dissertation hours. The student must complete a minimum of 18 credit hours of SPSY 603 dissertation credits. Dissertation credit is recorded P/N (pass/no pass). Dissertation credit may not be earned until the student is advanced to doctoral candidacy status. The student must be enrolled for a minimum of three (3) credits of Dissertation (SPSY 603) during the term of the oral defense and in some cases, the term they graduate.

Dissertation. All doctoral candidates submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge in the field, and conform to the standards outlined in the *University of Oregon Thesis and Dissertation Style and Policy Manual*, which is available from the Graduate School's website.

Research Compliance. Students who engage in research that involves human participants must receive approval of their research procedures from the UO's Research Compliance Services office *before* beginning to collect data. In addition, all students must successfully complete the University's Collaborative IRB Training Initiative (CITI). CITI is a web-based training; go to <https://www.citiprogram.org/> for more information and to take the CITI.

Dissertation Committee. The dissertation committee includes at least four instructional faculty members (3 inside members – including the Chair – and 1 outside member) with the rank of assistant professor or higher. The Chair and at least one core member of the committee must be on the Graduate Faculty within the Department of Special Education and Clinical Sciences. The institutional representative/outside member must be from outside the Department of Special Education and Clinical Sciences but may be from within the College of Education. The committee must be approved by the Graduate School Dean *no later than six months before the final oral defense of the dissertation*.

Dissertation Oral Defense. Formal, public defense must take place on campus at a date set by the committee Chair and approved by the Graduate School. The time and place of the defense must be publicly posted. The dissertation committee must be present at the defense.

Committee Approval of Dissertation. Approval requires a unanimous vote of the committee.

Submission of Dissertation. Following approval of the dissertation, a final copy of the dissertation must be uploaded and submitted electronically to the Graduate School. *At the time of submission, be sure to double-check the Grad School's website for current submission requirements and procedures.* <http://gradschool.uoregon.edu/>

Time Limit. The required on-campus residency, passing of comprehensive examinations, and completion of the doctoral dissertation must all be accomplished within a seven year period. If this period is exceeded, either a second year of residency or a new set of comprehensive exams or both are required.

**Continuous Enrollment.** Graduate School regulations require "continuous enrollment" until all program requirements have been completed, unless on-leave status (maximum time of 6 academic terms) 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 609 community agency 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.

### **Licensure Program Testing Requirements**

The School Psychology Ph.D. 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 accreditation and licensure for school psychology practice in Oregon through TSPC, and eligibility for the Nationally Certified School Psychologist (NCSP) credential through NASP.

See Appendix F for a full list of coursework and current 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 Ph.D. program, students are required to pass two exams:

1. Oregon Educator Licensure Assessments (ORELA) Protecting Student and Civil Rights in the Educational Environment Test. This exam must be passed prior to enrollment in the SPSY 609/626 Integrated School Psychology Practicum. Students should list the UO College of Education as a score recipient, and provide documentation of passing to the Practicum Coordinator as soon as it is available.
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 internship completion, 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/>.

## **DOCTORAL COMPREHENSIVE EXAMINATION**

The primary purpose of the comprehensive examination is to evaluate a student's qualification to pursue a doctoral degree in school psychology. The examination is aligned with the scientist-practitioner model and thus consists of two projects, (1) a research proposal focused on a question of social significance and (2) oral presentation of a case with an accompanying written case study report. The purpose of the research proposal is to document a student's skill in developing a research question, synthesizing relevant literature, and designing an empirical study to answer the research question. The case presentation allows students to demonstrate skills in case conceptualization, assessment, intervention, and consultation.

Students are not admitted to doctoral candidacy until both components of the comprehensive examination have been passed. Upon successful passage of both components of the examination the faculty will recommend the student to the Graduate School for advancement to doctoral candidacy. The Graduate School grants doctoral candidacy status.

### General Guidelines

- Role of the advisor and colleagues: The student's academic advisor will play a key role in assisting the student in developing a timeline for the comprehensive examinations and in

developing a general plan for the research proposal and case presentation. Students may review research proposals and case presentations developed by other students; however, the work turned in/presented must be the student's own. Once committee approval is reached (see Composition of Examination Committees), the student will work independently on the examination. Receiving assistance from other students, from faculty, or from professional colleagues is considered a violation of academic honesty as per UO Student Conduct Code

(<http://dos.uoregon.edu/conduct>) and may be grounds for dismissal from the program.

- Formal Proposal of Intention to Take Comps: After a date is determined to complete a portion of the examination, the student will submit a written proposal to the School Psychology Faculty ("Faculty Committee"). The proposal is designed to document that a feasible topic has been selected and that the proposed date and committee is acceptable (research proposal). The proposal is also designed to determine if the case presentation contains requisite features to meet the objectives of that portion of the examination. The Faculty Committee will provide formal feedback (approval, conditional approval with suggestions for modification, disapproval) to the student. If the proposal is approved the student may move forward. If conditional approval is received, the Faculty Committee will notify the student of the next steps and the timeframe for modifying the proposal. Students must receive formal approval of the proposal before moving forward. If the proposal is not approved, students should meet with their advisors to develop a new proposal for completing the comprehensive examination.
- Composition of Examination Committees: The committee for the case presentation portion of the comprehensive exam is comprised of the entire school psychology program faculty (a quorum of at least 75% must be in attendance). The committee for the research proposal portion of the comprehensive exam will consist of three tenure-line faculty within the school psychology program (i.e., Clarke, Fien, Giuliani, McIntyre, or Rodriguez). With special approval from the School Psychology Faculty Committee, the third member may be a tenure-line faculty member in another program in the Department of Special Education and Clinical Sciences or in the College of Education. Students should work with advisors to identify potential committee members for their research proposal. The final determination of committee makeup is made by the School Psychology Faculty Committee and is determined based upon faculty availability and interest, faculty expertise, and faculty load (e.g., course load, other committee work). The school psychology program director notifies students of their research proposal committee upon approval of the formal Proposal of Intention to Take Comps for that portion of the examination.
- Timing of the Examination: Students may schedule their research proposal at any time after completion of their 2<sup>nd</sup> year in the program and their case presentation at any time during or after their 3<sup>rd</sup> year in the program (in order to have the requisite practicum experiences). Students entering with a Master's degree *may* be approved to schedule their research proposal and case presentation at an earlier time. The proposed dates for the research proposal and case presentation should be included in the formal Proposal of Intention to Take Comps. Faculty will not read research proposals or score case presentations during the summer or winter break. Per program requirements, comprehensive examinations must be passed prior to (a) proposing the dissertation and (b) applying for internship.
- Evaluation: Students will receive a score and written feedback on the completed portion of the comprehensive examination within 2 weeks of submission or presentation. (If a research proposal is completed during summer or other break, the score will be provided within 2 weeks of the start of the subsequent term). Evaluation criteria exist for each portion of the examination and the

research proposal and case presentation are scored separately. Committees will attempt to reach a unanimous decision regarding scoring of the examination. If the decision of the committee is not unanimous then the score of the majority of members will be used. The final score and written feedback will be provided to the student and to the School Psychology Faculty Committee. The grading scale used for comprehensive examinations consists of Meritorious (outstanding, beyond what is expected), Pass (meets expectations), Conditional Pass (additional clarification needed), and Fail (major revisions are needed). Both Meritorious and Pass are considered passing scores. Students who receive a Conditional Pass will be expected to address areas of concern as delineated for each portion of the examination. Students who receive a score of Fail will need to redo that portion of the examination. A score of Conditional Pass will be awarded only once, revisions will be scored as either Pass or Fail. If a student fails any portion of the comprehensive examination twice this may be grounds for dismissal from the program.

## **Comprehensive Examination: Research Proposal**

### Overview

The purpose of the research proposal is to document a student's skill in developing a research question, synthesizing relevant literature, and designing an empirical study to answer the research question as it relates to the scientific study of school psychology. Skills to be documented include the ability to (a) articulate a research question of applied importance within the field of school psychology (b) synthesize the literature to document the need for the proposed research, (c) delineate and operationalize the independent and dependent variables, (d) describe key features of the proposed study including participants and setting, measurement of relevant variables, and procedures to be implemented, (e) propose a relevant empirical design, designed to elucidate effects of the independent variable upon the dependent variable, and (f) describe how data would be analyzed, including any statistical or visual analyses.

The proposed study must meet the following criteria:

- It is original in that the student has not discussed the idea extensively with another person (e.g., the study cannot be what the student is considering for his or her dissertation) and the study has not been conducted already (systematic replications are appropriate; however, simply manipulating one small component of a published study, such as changing a schedule of reinforcement for reading from every 3 correct words to every 5 correct words while holding everything else constant, would not be acceptable).
- It contributes to the theoretical basis of the field
- The study is methodologically sound and focuses on the collection of original data (not archival data)

### Procedure

1. The first step in the process is for students to meet with their advisor to discuss whether the core knowledge needed to successfully pass this portion of the examination is obtained. Students should consult with their advisor regarding coursework taken in methodology and design, and discuss additional experiences in the design of research projects (e.g., on research teams). Students and their advisors will identify 3-5 potential areas for a research proposal. These should be broad areas of interest to the student. Examples could include assessment of social-emotional interventions, interventions to increase non-verbal communication of children with autism, increasing parent involvement in schools, secondary interventions for literacy, functional behavior assessment, etc. It is not important that students *have* conducted research in the identified areas but rather that

students are interested in the areas and would look forward to delving further into the research in any one of these areas.

2. Submit the *Formal Proposal of Intent to Take Comprehensive Exam: Research Portion* to the School Psychology Faculty Committee. The School Psychology Faculty Committee will consider advisor and student input when selecting a 3-person committee to score the research proposal.

The research comps committee will determine whether they will be able to provide feedback within 2 weeks after submission of the proposal, and if not, will work with the student to identify alternate dates to begin the examination. Faculty will not read research proposals during the summer or winter break. Once a date has been selected the proposal will be accepted.

3. On the first day of the 2-week period, the Student Services Coordinator will send the student's research questions via email and place a copy in the student's campus mailbox, if necessary. Questions will be emailed to students no later than 9:00am. Students will receive two research questions/topics and both will be from the list submitted to the School Psychology Faculty Committee. Students will select one topic/question within which to build the proposal.
4. The proposal will consist of the following sections:
  - a. Introduction: Written as an introduction to a published research paper (e.g., APA style, scientific language, appropriate citations), the introduction will succinctly summarize relevant research and end with a "Statement of the Problem" identifying how the proposed study adds to extant literature. Study goals, research questions, and hypotheses should be articulated.
  - b. Method: The method section also mirrors published research articles in that participants and setting are articulated, the independent and dependent variables are defined, the measurement system is articulated, and the procedures to be used are clear. In other words, the student must provide details sufficient for the committee to gauge the extent to which the study could be feasibly conducted as written.
  - c. Data Analysis and Results: This section describes the data analytic procedures (single-subject or group design) to be used and discusses how results would be depicted, analyzed, and interpreted.

### Scoring

The research proposal will be scored by the committee using the following criteria:

<i>Meritorious</i>	Exceptional proposal, the study could be conducted
<i>Pass</i>	Key features of a research proposal are present and the study could be conducted with minimal modifications
<i>Conditional Pass</i>	Some aspects of the proposal are not clearly defined, but needed revisions are straightforward and small in number
<i>Fail</i>	Significant areas of weakness in the research proposal that could not be addressed in a minor revision



Students who receive a *Meritorious* or *Pass* have successfully completed this component of the comprehensive examination for admission to doctoral candidacy.

Students who receive a *Conditional Pass* will identify a week to complete revisions. The student will notify the Committee Chair of the proposed week for revisions, and the Chair will ensure that the proposed timeframe is feasible for committee members. The student will be notified via email of acceptance of the proposed week for revisions. On the first day of the identified week, the student will meet with the Committee Chair to receive feedback. The Chair will identify area(s) that were addressed inadequately and will stipulate flaws; however, specific instructions for how to rectify errors will not be provided. The student will then have one week to make revisions. The revised research proposal should be submitted to the Student Services Coordinator by no later than 4:00 pm 7 days from the proposed start date. At this point, the question will either receive a *Pass* or a *Fail*; *Conditional Pass* is not an option.

If a student receives a grade of *Fail*, the student will schedule a meeting with the Committee Chair to receive detailed feedback including a thorough description of flaws in the proposal and suggestions as to how these flaws might have been rectified. The student will work with his or her advisor and other school psychology faculty to develop a plan (if needed) to address any skill deficits in the areas of research design. When the student is ready to retake this portion of the examination he or she will submit a *Formal Proposal of Intent to Take Comprehensive Exam: Research Portion* to the School Psychology Faculty Committee.

The scoring matrix used by the faculty is below. For each area, individual faculty will assign a rating of *Exceptional*, *Adequate*, *Substantive Weakness*, or *Egregious Weakness*. Committee members will independently reach an overall score of *Meritorious*, *Pass*, *Conditional Pass*, or *Fail*. The committee will then come together to assign a final score based on individual feedback from each member of the committee.

Area	Score
Relevant literature summarized adequately and a gap in the literature identified	
Research questions are articulated	
Participants and setting defined, sample size is adequate for proposed design/methodology	
Independent and dependent variables defined in measurable terms	
Measurement of independent and dependent variables articulated clearly. Proposed measures are appropriate for the research question and psychometric properties (if appropriate) are provided	
Design is appropriate for the research question. Advantages and limitations of the design are discussed	
Plan for data analysis is articulated and is appropriate for the research question and experimental design	

## Comprehensive Examination: Case Presentation

### Overview

The purpose of the case presentation component of the comprehensive examination is to document student skill/competence in service delivery as a school psychologist. Skills to be documented include the ability to conceptualize a case from a coherent theoretical orientation and to use that orientation to (a) articulate the problem, (b) conduct assessments useful in identifying possible intervention strategies, (c) develop an evidence-based intervention linked to assessment, (d) provide adequate consultation to change agents throughout the assessment and intervention process, and (e) collect data to document assessment outcomes, intervention effects, and fidelity of implementation. The case presentation will be supplemented with a written case study following the NASP guidelines for case studies used for the NCSP application. **The written case study document should be submitted to school psychology faculty a minimum of one week before the scheduled oral case presentation.**

The case presentation consists of a 60-minute presentation to the School Psychology Program faculty. Students are expected to prepare a 30-minute oral presentation of the case; the remaining time is allotted to discussion. The case presentation format allows for a dynamic discussion of (a) the relation between theory and applied practice (including behavioral theory, theories of human intelligence, and design of instruction), (b) group and individual differences in behavior, (c) legal and ethical issues, (d) assessment practices in schools (e.g., traditional assessment, curriculum-based measurement, functional behavior assessment), (e) school-based intervention (e.g., consultation practice and process, academic intervention, social behavioral intervention), and professional school psychology (e.g., current and historical professional issues).

#### Procedure

1. Students should first select an appropriate case for presentation. Students should consult with their advisor and University practicum supervisor(s) in this process. Students should be sure to select a case that allows them to demonstrate their skills in assessment, intervention, and consultation. Students do not need to select the “perfect case” as there is no perfect case; however, at minimum, the case should allow documentation of skills in conducting an adequate assessment and developing an intervention linked logically to the assessment. Ideally there would be consultation data that guides implementation as well as treatment integrity data that elucidates the fidelity of implementation. Intervention effectiveness and high fidelity of implementation are not criteria upon which students will be judged, however it is important that students are able to discuss limitations and possible solutions to those problems. If students have not had a consultation case in which they were able to fully implement and evaluate an intervention, then students will be expected to discuss the intervention they would have recommended and how they would have progress monitored outcomes and treatment integrity.
2. Submit the *Statement of Intent to Take Comprehensive Exam: Case Presentation Portion* (1-2 pages, single-spaced; See Appendix C) to the School Psychology Faculty Committee documenting key features of the case and how this case allows documentation of skills as a school psychologist. Case presentations will occur on pre-determined dates during the Fall, Winter, and Spring quarters. Students must submit their proposal the quarter before they wish to take their case presentation portion of the examination. Dates for case presentations will be announced in the quarter prior and will not conflict with course

times. When the proposal is accepted, the student will be notified of the time of the case presentation.

3. The case presentation will be scheduled for a 60-min block. Students should plan a case presentation that lasts no longer than 30 minutes; the remainder of the time will be devoted to question/answer and discussion. Students should prepare a visual presentation (e.g., using PowerPoint) highlighting the following:
  - a. Background and context
  - b. Description and analysis
  - c. Goals linked to data
  - d. Specific description of the intervention developed and how the intervention was linked to the assessment and goals
  - e. Collaborative efforts
  - f. Outcome data and discussion of results (effects, fidelity, consultation process)

### **Written Case Study (due 1 week before oral case presentation)**

Submit via email a written case study report to the School Psychology Program faculty no later than 1 week before the oral case presentation. The written case study will be used as a supplement to the oral presentation and should include details of the case in the following six areas: 1) Background and context, 2) Description and analysis, 3) Goals linked to data, 4) Specific description of the intervention, 5) Collaborative efforts, and 6) Outcome data and discussion of results. This format follows the NASP guidelines for the case study for the NCSP application and allows for a systematic and structured description of a case using a problem-solving framework. This same framework should be used when preparing your oral case presentation. Additional details about this framework and the six areas can be found below and is taken from the NCSP application tips for preparing for a case study.

#### **1) Background and Context**

- Describe the presenting problem or referral question.
- Provide a description of the problem in observable measurable terms.
- Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc., depending on the referral question.
- Provide baseline data that is directly related to the identified problem.
  - The data collected must be collected in a reasonable manner along relevant dimensions.
  - Remember that the goal is to compare outcome data to the baseline data at the end of the intervention.

## **2) Description and analysis**

- Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking an answer to the identified problem.
- Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about “why” the behavior is occurring as well as consider factors contributing to the problem. Intervention can only be developed when hypotheses are developed.

## **3) Goals linked to data**

- Develop the goals for the intervention using the data and your hypotheses. Goals and interventions should be planned so that they can be implemented and have a high probability of success.
- The areas of intervention and goals must be consistent with regard to the problem analysis (described in area 2). The goals should be stated in explicit, measurable terms.

## **4) Specific description of the intervention**

- Describe the intervention related to each goal in area 3.
- The intervention steps must be manageable and realistic given the available resources.
- Specify how the intervention was implemented.
- Provide a description of how the intervention was monitored.

## **5) Collaborative efforts**

- Describe how relevant members of the student’s environment were included in the case.
- Describe the role of each participant and what supports were in place for the participants.
- If attempts at collaboration were partially successful or unsuccessful, provide an explanation of the attempts made and the potential effects.

## **6) Outcome data and discussion of results**

- Provide data on procedural fidelity/treatment integrity with a discussion of factors that may have influenced fidelity.
- Provide data to illustrate the success of the intervention in addressing each goal.
- Provide data that is directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.

- Describe the progress, how it was monitored, factors that may have impeded progress, possible modifications and whether the problem has been solved or requires further or different interventions.

### Scoring of Oral Case Presentation

The case presentation will be scored by the faculty using the following criteria:

<i>Meritorious</i>	Exceptional presentation, exceeds expectations for a case presentation
<i>Pass</i>	Expectations are met
<i>Conditional Pass</i>	Overall the case presentation was adequate but one area was substantively flawed—in presentation and in follow-up discussion
<i>Fail</i>	Broad and substantive areas of weakness in the presentation and in follow-up discussion or a single egregious violation of best practice.

Students who receive a *Meritorious* or *Pass* have successfully completed this component of the comprehensive examination for advancement to doctoral candidacy. Students who receive a *Conditional Pass* will receive written feedback from the committee documenting areas of weakness. The student will address the areas of weakness in an abbreviated case presentation to be scheduled on the case presentation date in the subsequent term. The revised presentation will be scored as either *Pass* or *Fail*. Students who receive a grade of *Fail* (either on the initial presentation or subsequent to a *Conditional Pass*) will work with the advisor to develop a written plan of action delineating how areas of weakness identified by the committee will be addressed. Steps could include (but are not limited to) submitting a written product or providing a new case presentation. The School Psychology Faculty Committee will review the plan and provide formal approval. Once approved the student has 3 months to complete the proposed steps. A second failing grade may result in dismissal from the program.

The scoring matrix used by the faculty is below. Within this matrix faculty will assess (a) general knowledge within each domain and (b) case-specific content. For each area, individual faculty will assign a rating of *Exceptional*, *Adequate*, *Substantive Weakness*, or *Egregious Weakness*. Together the faculty will assign an overall score of *Meritorious*, *Pass*, *Conditional Pass*, or *Fail*.

Area	Score
Clear presentation and understanding of theory as relevant to specific case	
Relation between theory and applied practice (in general) articulated	
Rationale for use of assessment tools (and link to intervention) clearly articulated and defended	
Intervention decisions clearly articulated and defended	
Potential and theoretical ethical and legal issues approached within a clear framework that guides decision-making	
Professional practice issues relevant to the case and to the field of school psychology articulated and defended	

## DOCTORAL DISSERTATION

The requirement for the Ph.D. dissertation is one of the culminating or capstone experiences of the school psychology doctoral program. This section provides some useful details regarding timelines and policies for preparing the dissertation proposal and the final defense of the dissertation.

### Timeline for Completing Dissertation Proposal

Doctoral students are required to have their dissertation prospectus or proposal approved by their committee prior to beginning their internship. Exceptions to this policy may be made by the program faculty, upon the recommendation of the student's advisor. Students should work closely with their advisor and plan on having their dissertation proposal meeting by the end of their fourth year, so that they can proceed with both their dissertation and internship in a timely and compatible manner. The School Psychology Program faculty strongly encourage students to complete their dissertations prior to starting their internship.

## TEACHING OPPORTUNITIES

### Graduate Employees (GE)

School psychology students may apply for Graduate Employee Fellowships and serve as Graduate Employees (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 GE 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 GE 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 GE 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 GE supervisor completes the COE GE Evaluation Form based on the GE's performance across the academic year. The GE 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 SCT experience, focusing on supervision of others.

Each spring, doctoral students will have the opportunity to submit a list of courses for which they are interested in completing a supervised college teaching experience. In order to be eligible for supervised college teaching, the student must have taken and received a passing grade for each course of interest. Additionally, the student must have taken and passed SPSY 662 Foundations of Clinical Supervision prior to any supervised college teaching experience involving supervision of others. Each spring, SPSY faculty will consider student interests and availability of SCT positions, and will assign SCT experiences for the following academic year. All SCT appointments must be approved in advance by school psychology program faculty.

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 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 (of B- or higher or “satisfactory”) in all coursework and graded practicum and research experiences. In addition, students complete an Annual Activities Summary (see Appendix D) 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 Doctoral 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.

## **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 D) 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 vita.
- Evidence of membership in APA, NASP, and preferably at least one other professional organization.
- Completed practicum or internship evaluation forms (may be part of Portfolio Materials)
- Copies of previous annual student review evaluation letters.

Students who are on internship or who have completed their internship and are working on dissertation 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., dissertation).

## **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, 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 late spring quarter or early summer.

## **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.

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, is approved by the program co-directors 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. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan, responsibilities and timelines. 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 race, color, ethnicity, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression, 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 (SRs) 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 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. or 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 coordinates 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, 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 spring 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.

**University of Oregon School Psychology Program  
DOCTORAL DEGREE PROGRAM PLAN (2018-2019 update)**

Student Name: \_\_\_\_\_

☐ APPROVED

Program Committee Signatures: \_\_\_\_\_

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

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

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

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

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

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

**APPENDIX A**

**UNIVERSITY OF OREGON**  
School Psychology Program  
Doctoral Degree Requirements  
*Revised September, 2018<sup>1</sup>*

<b>PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS</b> (29 credits minimum)	<u>Completed or Anticipated</u> <u>(Term/Year)</u>
<u>Theories of Learning and Instruction</u> (4 credits)	
SPED 660 Design of Instruction (4)	
<u>History of Psychology</u> (3 credits)	
CPSY 607 History and Systems of Psychology (3) <u>OR</u>	
CPSY 605 Reading in History and Systems of Psychology (3)	
<u>Individual Differences in Behavior</u> (3 credits; choose one of the following)	
SPED 510 Diversity in Special Education (3)	
CPSY 615 Counseling Diverse Populations (4)	
<u>Human Development</u> (3 credits)	
CPSY 621 Lifespan Developmental Psychology (3)	

<u>Psychopathology (4 credits)</u>	
SPSY 650 Developmental Psychopathology (4)	
<u>Biological Aspects of Behavior (4 credits)</u>	
SPSY 652 Biological Aspects of Behavior (4-5 credits)	
<u>Cognitive Aspects of Behavior (4 credits)</u>	
SPSY 651 Cognitive and Affective Aspects of Behavior (4-5 credits)	
<u>Social Aspects of Behavior (4 credits)</u>	
CPSY 635 Social Aspects of Behavior (4-5 credits)	
<b>MEASUREMENT AND ASSESSMENT (15 credits)</b>	
SPSY 671 Behavioral Assessment (4)	
SPSY 672 Intellectual Assessment (4)	
SPSY 674 Educational Assessment (4)	
EDLD 560 Measurement & Assessment (3)	
<b>-OR-</b>	
SPSY 617 Tests & Measurement (4)	
<b>STATISTICS AND RESEARCH (47 credits minimum)</b>	
<u>Statistics and Research Design (21 credits)</u>	
SPED 626 Grant Writing (3)	
EDUC 650 Single-Subject Research Methods I (3)	
EDUC 614 Educational Statistics (3)	
EDUC 640 Applied Statistics, Design, and Analysis (3)	
EDUC 642 Multiple Regression in Educational Research (3)	
<b>-AND- two of the following:</b>	
EDUC 644 Applied Multivariate Statistics (3)	
EDUC 646 Advanced Research Design in Education (3)	
EDLD 628 Hierarchical Linear Modeling I (3)	
EDLD 629 Hierarchical Linear Modeling II (3)	
EDLD 633 Structural Equation Modeling I (3)	
EDLD 634 Structural Equation Modeling II (3)	
EDUC 652 Single- Subject Research Methods II (3)	
<u>Application of Research Skills: Dissertation Research (26 credits minimum)</u>	
SPSY 603 Dissertation (18 credits minimum)	
SPSY 601 Research team experience or independent research (8 credits minimum)	
<b>PRACTICE OF SCHOOL PSYCHOLOGY (36 credits minimum)</b>	
<u>Consultation (8 credits)</u>	
SPSY 630 Introduction to Consultation (4)	
SPSY 632 Advanced Consultation (4)	
<u>Academic and Social Behavioral Interventions (11 credits)</u>	
SPSY 631 Academic and Behavioral Interventions (4)	
SPED 540 Early Literacy for Diverse Learners (4)	
SPSY 610 Beginning Counseling Skills (3)	

<b>Teaching and Supervision (7 credits)</b>		
SPSY 662	Foundations of Clinical Supervision (3)	
SPSY 602	Supervised College Teaching (2)	
SPSY 602	Supervised College Teaching—Supervising Others (2)	
<b>Professional Standards and Ethics (10 credits)</b>		
SPSY 661	Principles and Practices in School Psychology (4)	
SPED 628	Law and Special Education (3)	
SPSY 663	Professional Ethics (3)	
<b>PRACTICUM EXPERIENCES (13 credits and 520 clock hours minimum)</b>		
<b>Field Studies (5 credits; 200 clock hours minimum)</b>		
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) <sup>2</sup>	
<b>Integrated Practicum (9 credits; 360 clock hours minimum)</b>		
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)	
<b>INTERNSHIP EXPERIENCE (9 credits and 1,500 clock hours minimum)</b>		
SPSY 605	Reading: Pre-Internship Planning & Advisement (8) (enrollment in year prior to internship)	
SPSY 704	School Psychology Internship (1) (register during final term prior to internship)	

## **NOTES**

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

<sup>2</sup>SPSY 609 Prac Acad Intv Clinic (3) (Summer quarter) (120 clock hours) may be substituted for SPSY 606 Field Studies Acad Intv Clinic (3) when available. Contact the course instructor for information about availability of this option and how to apply.

## **APPENDIX B**

### Formal Proposal of Intent to Take Comprehensive Exam: Research Proposal Portion

Date Submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student: \_\_\_\_\_

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

- Proposed Date to receive research topics
- Proposed committee
- Topic areas to be considered



## APPENDIX C

### Formal Proposal of Intent to Take Comprehensive Exam: Case Presentation Portion

Date Submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

Quarter the Case Presentation will be given (circle one):    Fall    Winter    Spring

Student: \_\_\_\_\_

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

- Context (e.g., clinic, middle school classroom, elementary school playground)
- Relevant background information (e.g., age, existing diagnoses, academic placement)
- Theoretical orientation guiding case conceptualization
- Presenting concerns
- Assessments completed (please note which were used to inform the intervention you developed)
- Key components of intervention developed (e.g., scaffold instruction, home-school note, point system)
- Data collection (frequency, who recorded, target responses) and data to be presented graphically in case presentation (e.g., graph of off-task behavior, graph of reading fluency)
- Documentation of intervention fidelity (how documented)
- Consultation modality (e.g., phone only, meetings) and frequency

# School Psychology Program (PhD) Graduate Student Annual Activity Summary

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

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

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

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

**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 doctoral 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, an updated table of completed degree requirements (Appendix A in program handbook), and supporting documents to Alyssa Warnick-Hesse by no later than May 15 of the current academic year.

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

**a. Passing grade on all courses listed in the Psychological and Educational Foundations domain of the program requirements.**

**b. Obtain a passing grade on 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 (please include a copy of the paper in your portfolio and the faculty member's feedback on your paper).**

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

Course: \_\_\_\_\_

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

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

**c. Document satisfactory understanding and competence in APA required core content areas. Please submit relevant papers or assignments for each item below along with grading rubrics or the instructor's feedback on the assignment.**

*Biological aspects of behavior*

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

Paper title: \_\_\_\_\_

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

*Cognitive and affective aspects of behavior*

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

Paper title: \_\_\_\_\_

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

*Social aspects of behavior*

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

Paper title: \_\_\_\_\_

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

*History and Systems (historical paper)*

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

Paper title: \_\_\_\_\_

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

*Educational Assessment*

Educational assessment report

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

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

*Intellectual Assessment*

Administration of intellectual assessment

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

Demonstrate competency YES NO

*Behavioral Assessment*

Data analysis (report part D of group project assignment)

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

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

*Individual Differences in Behavior*

Course taken: \_\_\_\_\_

Critical analysis OR written assignment title: \_\_\_\_\_

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

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

*Human Development*

Child observation assignment/adult interview project

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

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

*Dysfunctional behavior/psychopathology*

Developmental Psychopathology group scholarly paper

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

Paper title: \_\_\_\_\_

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

*Theories and Methods of Consultation*

Advanced Consultation written case report

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

Paper title: \_\_\_\_\_

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

*Theories and methods of evaluating the efficacy of interventions*

Academic and Behavioral Interventions presentation (related to intervention protocol)

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

Presentation title: \_\_\_\_\_

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

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

- a. Obtain a passing score on research proposal section of comprehensive examination. Please include. Please attach a copy of any documentation you received upon successful completion of your research comprehensive examinations. Only include information regarding the final outcome of this exam.**

*Research comprehensive examination*

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

Did you pass (report based on final outcome, even if a revision was required) YES NO

- b. 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 successfully completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Did you obtain a score of 80% or higher YES NO

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

- a. **Receive a passing score on a written review of at least two professional publications. Reviews must either have received a grade of B- or better in a course or scored by a school psychology faculty member. Please turn the reviews in with your portfolio along with any grading rubrics or faculty feedback.**

*Review 1:*

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

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

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

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

*Review 2:*

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

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

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

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

- b. **Receive a passing score on at least one comprehensive 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. If not completed as part of a course, indicate the approving faculty member. Please turn in the paper along with the completed grading rubric or faculty feedback.**

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

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

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

- c. **Receive a passing score on the case comprehensive examination. Please attach a copy of any documentation you received upon successful completion of the case comprehensive examinations. Only include information regarding the final outcome of this exam.**

*Case comprehensive examination*

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

Did you pass (report based on final outcome, even if a revision was required) YES NO

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

- a. Receive passing scores on 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 either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please include copies 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. Receive a passing score on a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem, including pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) above.**

*Report 1:*

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

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

- c. Receive a passing score on a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.**

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

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

- d. Receive a passing score on a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school, school system, classroom system, or agency. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.**

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

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

- e. Successfully complete practicum and internship experiences. Submit evaluation reports from all practicum supervisors. Below list the term and supervisor for which you have submitted evaluations.**

[illegible]

**5. Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.**

- a. Successfully prepare and give at least two lectures in undergraduate or graduate level courses. Please turn in your lesson plan and supporting materials (e.g., Powerpoint slides) with your portfolio. Also turn in a written evaluation (1-2 pages) of your teaching completed by your supervisor in the course.**

*Lecture 1:*

Course and instructor: \_\_\_\_\_

Date delivered: \_\_\_\_/\_\_\_\_/\_\_\_\_ Topic: \_\_\_\_\_

## Lecture 2:

Course and instructor: \_\_\_\_\_

Date delivered: \_\_\_\_/\_\_\_\_/\_\_\_\_ Topic: \_\_\_\_\_

- b. Successfully plan and conduct at least one in-service training program for professionals or parents. Please include supporting materials (e.g., Powerpoint slides) with your portfolio. Also, please include a brief (1-2 page) analysis of the in-service. Describe the purpose of the in-service, what you think went well, and areas you could improve. Include this analysis in your portfolio.**

Topic of in-service: \_\_\_\_\_



Date delivered: \_\_\_\_/\_\_\_\_/\_\_\_\_ Audience: \_\_\_\_\_

- c. **Submit evaluations from all individuals who supervised your teaching this year. Below indicate the quarter you were a teaching assistant, your supervisor, and the course.**

Term	Supervisor	Course
------	------------	--------

**6. Develop skills in supervision of school psychology services.**

*(Completed after successfully completing the first two years of practicum and coursework and while enrolled in Supervised College Teaching and Foundations of Clinical Supervision courses).*

- a. **After successfully completing the first two years of coursework and practicum (including SPSY 609/626), successfully complete SPSY 662 Foundations of Clinical Supervision (B- or better) and demonstrate satisfactory skills in the provision of supervision for a student enrolled in practicum or practicum-related course, for at least one quarter, while enrolled in SPSY 602 Supervised College Teaching. You must receive a grade of pass in the course. Also, please write a brief (1-2 page) analysis of your experience. Describe what you think went well, and areas you could improve. Include this analysis in your portfolio.**

Faculty supervisor: \_\_\_\_\_ Dates of supervision: From \_\_\_\_\_ to \_\_\_\_\_.

Number of students supervised: \_\_\_\_\_

Did you receive a passing grade in Supervised College Teaching YES NO

Did you receive a passing grade in Foundations of Clinical Supervision YES NO

- b. **Submit evaluations for all individuals who oversaw your supervision. Below, indicate the quarter you provided supervision, the context (e.g., course), and your supervisor.**

Term	Supervisor	Context
------	------------	---------

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

**Successfully 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). Also, please write a brief (1-2 page) analysis of your**

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: \_\_\_\_\_

**8. 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 two professional conferences or conventions (at least one of which is national), and present a paper, poster or workshop, or participate in a symposium during at least one of these meetings.

Year	Conference(s) Attended	Presentations at Conference				
		Poster	Paper in symposium	Workshop	Panel	Faculty/students involved

- b. Satisfactorily reflect upon a professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation (note this could be documented as well in 5b). Please write a brief (1-2 page) analysis of your experience. Describe the purpose of the professional training opportunity. What did you find especially worthwhile about this training opportunity? How might this experience impact your professional behavior?

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

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

Type of training: \_\_\_\_\_

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

\_\_\_\_\_  
Doctoral Student Signature

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

**PhD 5-Year Course Sequence**  
**(beginning fall of odd years, effective Fall 2018)**

FALL	WINTER	SPRING	SUMMER
<b>YEAR 1</b>			
SPSY 661 Principles & Practices (4) SPSY 671 Behavioral Assessment (4) SPSY 617 Tests & Measur in Ed (4) SPED 540 Early Lit for Div Lrn (4) <i>SPSY 601 Research (variable)</i>  Total Credits: 16+	SPSY 606 Field Studies: Introductory (1) SPSY 674 Educational Assessment (4) SPED 628 Law and Special Ed (3) SPED 510 Diversity in Special Educ (3) EDUC 650 Single-Sub Res Meth I (3) <i>SPSY 601 Research (variable)</i>  Total Credits: 14+	SPSY 609 Field Studies: Introductory (1) SPSY 672 Intellectual Assessment (4) SPSY 630 Intro to Consultation (4) SPSY 631 Academic & Behav Interv (4) CPSY 605 History and Systems (3) <i>SPSY 601 Research (variable)</i>  Total Credits: 16+	SPSY 606 Field Studies: Acad Intv Clinic (3)    Total Credits: 3
<b>YEAR 2</b>			
SPSY 609 Practicum (3) SPSY 663 Professional Ethics (3) CPSY 621 Lifespan Devel Psych (3) <i>SPSY 601 Research (variable)</i>  Total Credits: 9+	SPSY 609 Practicum (3) SPSY Advanced Consultation (4) SPSY651 Cog Aspects of Behav (5) EDUC 614 Educational Stats (3) <i>SPSY 601 Research (variable)</i>  Total Credits: 15+	SPSY 626 Final Field Experience (3) SPSY 650 Developmental Psychopath (4) CPSY 635 Social Aspects of Behavior (5) EDUC 640 App Stat Des & Analysis (3) <i>SPSY 601 Research (variable)</i>  Total Credits: 15+	
<b>YEAR 3</b>			
SPED 660 Design of Instruction (4) SPED 626 Grant Writing (3) EDUC 642 Mult Regress in Ed Res (3) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i> <i>SPSY 601 Research (variable)</i>  Total Credits: 10+	SPSY 652 Bio Aspects of Behav (5) SPSY 662 Found of Clinical Super (3) EDUC 644 Appl Multivar Stats (3) EDLD 633 SEM I (4) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i> <i>SPSY 601 Research (variable)</i>  Total Credits: 8+	SPSY 610 Beg Counseling Skills (3) EDUC 646 Adv Research Des in Ed (3) -or-EDLD 634 SEM II (4) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i> <i>SPSY 601 Research (variable)</i>  Total Credits: 3+	
<b>YEAR 4</b>			
SPSY 605 Rdg: Pre-Intern Planning (3) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 603 Dissertation (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i>  Total Credits: 3+	SPSY 605 Rdg: Pre-Intern Planning (3) EDLD 628 HLM I (4) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 603 Dissertation (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i>  Total Credits: 3+	SPSY 605 Rdg: Pre-Intern Planning (3) EDLD 629 HLM II (4) <i>SPSY 609 Adv Practicum (variable)</i> <i>SPSY 603 Dissertation (variable)</i> <i>SPSY 602 Supv Coll Tchg (variable)</i>  Total Credits: 3+	
<b>YEAR 5</b>			
SPSY 704 Internship (0)  Total Credits: 0	SPSY 704 Internship (0)  Total Credits: 0	SPSY 704 Internship (0)  Total Credits: 0	

- *This course sequence is subject to change in response to COE curricular and/or scheduling changes.*
- *Items in italics include optional courses (e.g., advanced quantitative methods, advanced practicum), and courses in which students have flexibility in scheduling (e.g., a student may choose to complete two SCT experiences at different times during years 3 or 4). Non-italicized courses should be taken during the term indicated to meet pre-requisites and avoid course scheduling conflicts.*
- *Students should work with their advisor to develop a program plan and address any course waivers/substitutions.*

## APPENDIX F: TSPC Licensure Checklist

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

Last Name	First	MI	Former
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Name of Advisor	Date
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#### 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 (or CPSY 609 Child & Family Practicum)	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

*\*Doctoral students may complete internship credits as Pre-Internship Planning credits.*

**II. In addition, the Oregon Teacher Standards and Practices Commission (TSPC) requires 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):