

**SCHOOL PSYCHOLOGY
M.S. STUDENT HANDBOOK
2022-2023 Academic Year Revision**



**School Psychology Program
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WELCOME!

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

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

This handbook is designed to assist you in having a successful experience in our program. It describes the key elements of our M.S. program in School Psychology including training objectives, coursework requirements, evaluation plans, procedural issues, and timelines. In addition, the degree requirements for the M.S. in School Psychology are included in Appendix A. This handbook is an essential tool that you should become very familiar with as you navigate your graduate school experience.

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

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

Regards,

Angie Whalen, Ph.D., NCSP
Clinical Professor & Director, School Psychology Program

INTRODUCTION

Mission and Values

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

Program Philosophy

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

Program Overview

The UO School Psychology Program offers a Doctor of Philosophy (Ph.D.) degree and a Master of Science (M.S.) degree in School Psychology. The master's program is approved by the Oregon Teacher Standards and Practices Commission¹ (TSPC), which oversees the educational licensure of school psychologists in Oregon, and is fully accredited by the National Association of School Psychologists² (NASP). Students who complete the NASP-accredited master's program are also eligible to apply for the Nationally Certified School Psychologist (NCSP) credential offered by NASP.

The University of Oregon master's program is recognized by NASP as a specialist-level program of study. The master's program requires 3 years of full-time study, completion of a minimum of 91

(quarter) credit hours of program coursework, including a sequence of supervised field experiences, practica, and a 1,200-hour internship.

Professional Licensure Disclosures

In compliance with the U.S. Department of Education and the Oregon Higher Education Coordinating Commission ([HECC \(Links to an external site.\)](#)) for participation in the National Council for State Authorization Reciprocity Agreement ([NC-SARA \(Links to an external site.\)](#)), the University of Oregon (UO) provides information pertaining to professional licensure for applicable programs. UO academic programs are designed to prepare students to apply for licensure or certification in Oregon. Completion of a UO program may not meet educational requirements for licensure or certification in a state other than Oregon. Before beginning a program of study with the intent to be professionally licensed for employment within a U.S. state or territory other than Oregon, please contact coelicensure@uoregon.edu.

The UO makes every effort to ensure information about educational requirements for licensure or certification is current; however, state requirements may change. Separate from educational requirements, state licensure boards may require applicants to complete professional examinations, background checks, years of professional experience, residence requirements, jurisprudence exams, training, etc. It is strongly recommended that you contact the appropriate licensing entity in that state to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

Background Checks

The College of Education (COE) is committed to ensuring the protection of minors and other vulnerable populations. As a result, students must have a clear and current background check prior to enrolling in any COE course that requires students to act as a practicing professional (i.e., counselor, teacher, therapist, case manager etc.) or that requires students to be responsible for the care, custody or control of minors and/or other vulnerable populations.

To support this, candidates in TSPC licensure programs complete two checks prior to first field experience: a TSPC clinical practices check and a COE check. Both are required due to changes in TSPC's data system that no longer allow education preparation providers to directly verify clearances conducted through their agency. The SPSY Program requires incoming students to complete both checks prior to beginning their first term in the program.

TSPC Clinical Practices Check

- Apply through TSPC's eLicensing system (<https://apps.oregon.gov/TSPC/eLicense>)
- Cost at application is \$76
- TSPC emails specific codes and instructions for fingerprinting within 5-7 days; fingerprinting currently costs \$12.50
- Results return in approximately four weeks; candidates are notified of clearance via email
- Candidates provide confirmation of TSPC clearance date to the College of Education at <http://bit.ly/TSPCClearance>

COE Background Check

- Application completed through Risk Mitigation Services at <http://www.riskmitigation.us/UOCOE>
- Total cost is \$20.50

- Physical fingerprinting is not required
- Results typically return within two weeks
- Results are reported directly to COE

Please direct any questions about these processes to the Licensure and Field Services Team at coeplacement@uoregon.edu

Tk20 Data Management System

The College of Education utilizes Tk20, a comprehensive data system that allows programs to serve students better by providing tools for managing field placements, distributing and maintaining field assessments and evaluations, and gathering data for ongoing program improvement and accreditation purposes. Tk20 is provided to students currently enrolled in College of Education degree programs; candidates pursuing degrees outside the COE will be notified by their programs as to when and how to purchase a Tk20 account.

To access Tk20, log in using your Duck ID and password at <https://tk20.uoregon.edu/>

Please direct Tk20-related questions and support requests via the UO ticket system [Tk20 Support Request](#).

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

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

PROGRAM GOALS AND COMPETENCIES

Goals

Our primary goals, reflective of our mission, values, and program philosophy, are to support all students to develop and demonstrate the following: (1) mastery of foundational knowledge in the ten domains of school psychology practice, (2) mastery of practice/applied skills in the ten domains of school psychology practice, (3) demonstrate skills in leadership and professional service, and (4) develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

Competencies

The master's program competencies are based on the NASP (2020) Standards for Graduate Training. These program competencies address knowledge and practice (applied skills) across ten domains of professional practice:

1. Data-based decision making
2. Consultation and collaboration
3. Academic interventions and supports
4. Mental and behavioral health services
5. School-wide practices to promote learning
6. Services to promote safe and supportive schools
7. Family, school, and community collaboration
8. Equitable practices for diverse populations
9. Research and evidence-based practice
10. Legal, ethical, and professional practice

The School Psychology faculty view these competencies as the key knowledge and skills to be attained by all students in the master's program prior to graduation. As students progress through the program, they develop and document their progress toward meeting these specific competencies in an annual activity summary and professional competency portfolio. The annual activity summary is reviewed by program faculty each year as part of the annual evaluation process. The professional competency portfolio is finalized and evaluated as a culminating master's project in SPSY 692 Prof Portfolio Eval. See Appendix B for a full description of knowledge and practice competencies. See Appendix C for the SPSY MS Annual Activity Summary form.

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, 2020) standards for professional work characteristics, including:

- Effective interpersonal skills,
 - Responsibility,
 - Adaptability,
 - Initiative,
 - Dependability,
 - Technological competence,
 - Advocacy skills,
 - Respect for human diversity,
 - Commitment to social justice and equity.
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 are expected to follow the UO Student Conduct Code (<http://dos.uoregon.edu/conduct>), which applies to all UO students. It should be noted that our definition of communication includes verbal, written, and other forms of digital/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 and www.nasponline.org, respectively.

COMMUNICATION WITHIN THE PROGRAM

It is the practice of the program faculty and staff to use email messaging as the primary means of communication within the program, such as for making announcements, contacting students, setting appointments and meetings, and so forth. All students in the program should secure access to UO email services, check email messages frequently (at least once per day is recommended), and respond to messages in a timely manner. 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 be aware that email is not a confidential means of communication. Thus, students should not disclose identifying information regarding clients or research participants over email. Any technology support requests, including those involving email, should be submitted through the UO Service Portal: <https://service.uoregon.edu/TDCClient/2030/Portal/Home>

STUDENT ADVISING

Model of Advising

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

Advising Assignments

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

Changing Advisors

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

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 Division of Graduate Studies 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, Academic Program Coordinator), Department (e.g., Department Head), College (e.g., Student Academic Services, Dean's Office, HEDCO Learning Commons), or other University resources (e.g., UO Division of Graduate Studies, 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 Academic Program 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 Academic Program Coordinator, who will place it in the student's permanent academic file. The process for changing a secondary advisor is identical to the process of changing advisors (see earlier section).

COURSEWORK OVERVIEW

Specific coursework requirements and related requirements for the M.S. degree in School Psychology are found in the appendices to this handbook. Foundation courses for the School Psychology Master's Program are divided into ten domains, based on the NASP (2020) standards for graduate training. In addition to completing the required academic courses, master's students complete supervised practicum and internship experiences. A general description of each of the basic domains of the School Psychology master's program curricula is as follows:

Domain 1: Data-Based Decision Making - School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration- School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports- School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions- School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning- School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools- School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations- School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists

implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practices- School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

PRACTICUM TRAINING

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

Master's students complete a 33-week school-based practicum delivering school psychological services to K-12 students in a local school district (360+ clock hours). During school-based practicum, students receive supervision from a university supervisor in conjunction with a field supervisor who is a licensed school psychologist, a board licensed psychologist, or other appropriately credentialed professional.

SPSY 698 School-Based Practicum (360 Clock Hours, 9 credits)

For each of the three academic quarters during Year 2, master's 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. All placements must be approved by the School Psychology practicum coordinator.

Students complete approximately 12 practicum clock hours a week, which includes approximately 9.5 hours at their practicum site(s) and approximately 2.5 hours in campus-based group supervision.

Total number of clock hours earned during the school-based practicum is a minimum of 120 per quarter.

By May 15th during the spring quarter prior to enrolling in School-Based 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 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 528 Law and Special Education, and SPED 540 Early Literacy for Diverse Learners) with a B- grade or better; (c) have completed additional coursework as specified by the student's academic advisor, and (d) 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

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

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

Practicum Evaluation Process

Detailed practicum evaluation procedures are provided to students in the SPSY Program Practicum Handbook, available on the website or from the program's practicum coordinator. Students provide on-going documentation of their practicum-related activities and submit a practicum portfolio at the end of each quarter. Students' performance in practicum is evaluated throughout each practicum experience using a multiple source evaluation process that includes course assignments, case studies, on-site observations by field and university supervisors, and formal evaluations by field and university supervisors. The School Psychology Program faculty conduct a formal annual review of student progress during spring quarter, which includes an examination of each student's practicum performance.

Remediation Contract

Should there be areas of concern in a practicum student's skills or performance, the university practicum coordinator, the field and university supervisors, 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. 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 at the time of publication. When students enroll in internship, they should refer to the current SPSY Internship Handbook for up-to-date guidance related to internship training and requirements.

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

Internship Registration

Students in the master's program enroll for 9 credits of SPSY 699 (internship in school psychology) during the internship year, divided into 3 credits each during Fall, Winter, and Spring terms of the academic year in which the internship is completed. Grades are assigned on the basis of supervisor evaluations, completion and quality of internship assignments (described in detail in the Internship Handbook), adequate progress completing goals and objectives associated with the internship experience, including the required number of hours of internship experience and supervision. See Internship Handbook for more information about current requirements.

Please note that in addition to passing 9 credits of SPSY 699 Internship, master's students must complete all program requirements related to internship clock hours and licensure (e.g., Praxis School Psychologist Exam) at the time of enrollment in internship to meet degree and graduation requirements.

Internship Stipends

Internship experiences are typically paid with a stipend or salary. *We do not encourage or advise our students to accept unpaid internships.* There is great variability in compensation for interns. Both master's and doctoral interns in school psychology may occasionally receive a stipend of .50 to .75 of what an entry level psychologist at that site would earn. In some cases, internship stipends may be the same as full-time staff members, and include fringe benefits. The stipend for APPIC internships are often less than school-based internship stipends. The specific terms of financial and other remuneration for the internship experience are between the intern and the employing agency. The more flexibility you have geographically, the more likely it will be that you find an internship that not only provides good training, but also a reasonable stipend.

Expectations and Selection Procedures for Master's Program Internship Sites

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

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

General Expectations for Selection of Internships

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

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

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

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

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

Internship Supervisors

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

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

Written Internship Plan

The intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year. The program's Internship Coordinator gives final approval to the internship plan. See the current Internship Handbook for instructions and timelines related to development of the written internship plan. Generally, the plan must be submitted to the Internship Coordinator, signed by the field supervisor and intern, *no later than the first day of internship or the beginning of fall quarter classes, whichever is first.* The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

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

- General description of internship site
- General goals for the internship year
- Specific goals for each academic quarter if rotations or placements change (especially true of APPIC internship sites)
- Specific, quantifiable objectives for the internship (e.g., types of services provided, populations and problems to gain expertise with, activities to engage in)
- Supervision; who will provide supervision (name, degree, professional licenses held – e.g., TSPC license, NCSP, psychology licensure), 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
- A statement acknowledging the requirement to complete required case studies (see below)
- A statement acknowledging the requirement to take and pass the School Psychology Praxis Exam

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 beginning of the year conference between the intern and the program's Internship Coordinator must be held during fall term of the internship year. This conference may be conducted in-person, via telephone, or through other telecommunications (e.g., Zoom, Skype). In addition, 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, a video conference, or an in-person meeting. 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 their 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 (via the Tk20 online portal) by the second day of finals week each quarter.* Summer term internship evaluation forms must be received by the Internship Coordinator (via Tk20) no later than Tuesday of the 8th 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. Grades are assigned on the basis of supervisor evaluations, quality of internship assignments, adequate progress completing goals and objectives associated with the internship experience, including number of hours of internship experience and supervision.

Interns and their field supervisors are required to submit the materials listed below to the UO School Psychology Internship Coordinator (via 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. These materials will be considered when assigning a letter grade to the intern:

- A completed UO Quarterly Intern Professional Behavior Evaluation form signed/electronically verified by the intern's site supervisor
- A completed Intern Evaluation Form signed/electronically verified by the intern's site supervisor.
- A log of the intern's clock hours, broken down by appropriate service and training categories, and electronically verified (via TK20) by the intern's site supervisor.
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms (if applicable). These materials need not be submitted via Tk20 but would be submitted in Canvas at instructor request.
- Intern participation in peer-to-peer discussion and reflection activities as assigned on Canvas.
- 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 by term (e.g., fall, winter, spring), and electronically verified (via TK20) by the intern's site supervisor.
- For the final term, students are required to submit two case studies (academic/cognitive and behavioral/mental health) with supporting Microsoft excel file to the Internship Coordinator by Tuesday of finals week of winter quarter. Preliminary feedback will be provided to interns. The final case study reports and supplemental information are due no later than Week 6 during spring quarter of internship and submitted to the Internship Coordinator via Tk20. The reports should be clearly labeled with student name and case type (academic/behavioral), include the cover page, be organized by sections from NASP rubric, contain baseline and intervention data on the school-aged student's academic/behavioral outcome and calculated standardized effect size. The specification of the target behavior and associated operational definition should be included with the Excel file as well as the calculated standardized effect size. Additional initial draft deadlines will be communicated by the instructor to ensure opportunities for feedback and remediation.
- For the final term, students are required to have taken (and pass with a score of 147 or better) the School Psychology Praxis exam before Week 6 of spring term. Students must select UO as a score recipient when selecting to take the examination through the examination site as well as upload a copy of their score report to Canvas.

Remediation Contracts

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

remedial activities may be pursued, receiving a failing grade for internship may result in a student's termination from the UO School Psychology Program.

MASTER'S DEGREE REQUIREMENTS ESTABLISHED BY THE DIVISION OF GRADUATE STUDIES

School psychology M.S. students are also required to meet specific requirements that have been established by the UO Division of Graduate Studies. A complete list of the Division of Graduate Studies requirements for master's students is available on their website, at <https://graduatestudies.uoregon.edu/academics/completing-degree/masters-minimum-requirements>. Master's students should study these requirements early in their program, to ensure that all UO requirements are met in addition to specific program requirements.

Continuous Enrollment. Division of Graduate Studies regulations require "continuous enrollment" until all program requirements have been completed, unless on-leave status has been approved. To remain in compliance with the Continuous Enrollment Policy, the student must be registered for a minimum of 3 graduate credits each term. Summer session registration is not required unless the student is using university facilities or faculty or staff services (for example, doctoral students taking exams or submitting papers for advancement to candidacy). If a graduate student does register for summer session, they must register for a minimum of 3 credits. This includes students enrolled in the SPSY 606 field study 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 Division of Graduate Studies and request an exemption to the continuous enrollment policy. Students and advisors should work together to submit these petitions to the Division of Graduate Studies. 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 (Division of Graduate Studies 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 Division of Graduate Studies 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): <https://graduatestudies.uoregon.edu/academics/policies/general/on-leave-status>. The actual forms can be accessed via links from this page or by going to Current Students > Academic Forms on the Grad School's homepage.

STUDENT ACTIVITIES SUMMARY AND PROFESSIONAL COMPETENCIES PORTFOLIO

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

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

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

LICENSURE PROGRAM TESTING REQUIREMENTS

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

As part of the School Psychology Ph.D. program, students are currently required to pass one exam: the 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., 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 at coelicensure@uoregon.edu.

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

Because licensure requirements may change from time to time and without notice, 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 at the time of the licensure application.

TEACHING OPPORTUNITIES

Graduate Employee Fellowships (GEs)

School psychology students may apply for Graduate Employee Fellowships and serve as GEs while they are graduate students at the University of Oregon (UO). GEs, their supervisor(s), and hiring unit must act in accordance with the most recent Collective Bargaining Agreement between the UO and the Graduate Teaching Fellows Federation (GTFF). The policies described therein apply to GEs who serve as instructors or instructional assistants as well as GEs who serve in other capacities (e.g., research assistant). The most recent versions of these documents are available on the UO Division of Graduate Studies website: <https://graduatestudies.uoregon.edu/funding/ge/gdrs>. Please review both of these documents carefully.

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, practicum and internship, development of professional behaviors commensurate with practicing as a school psychologist, and future plans and is based on the student's Annual Activities Summary (see Appendix C) and Portfolio.

Student portfolios must be submitted on OneDrive, following instructions provided by the Academic Program Coordinator, no later than **May 15th** of each year. Portfolios must be organized as instructed and materials must be labeled and numbered according to the Annual Activities Summary page. Portfolios should include the following information:

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

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

Annual Evaluation Outcomes and Notification

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

Failure to Make Adequate Progress

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

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

Notification Process for Student Dismissal

In instances where the annual evaluation process coupled with appropriate remediation procedures do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty and UO Division of Graduate Studies, 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 Student Conflict Resolution Center is a private, impartial, and off-the-record problem-solving resource for effective communication, collaboration, and conflict navigation. They assist and support individuals, groups, and student organizations through conflict in identifying and exploring options, facilitating conversations and decisions, providing dispute resolution services and appropriate referrals as necessary. Their goal is to facilitate positive change through dialogue and across differences, enhancing student relationships and partnerships. For more information, visit their website: <http://scrc.uoregon.edu>

Other Resources

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

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

Formal Academic Grievance Procedures

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

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

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

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

General Student Governance

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

School Psychology Student Representatives

Composition. Four School Psychology students (representing first year, second year, third year and beyond, and the ASPS President or designee) will be elected or nominated to serve as student representatives (SR) of the School Psychology Program. Both M.S. and Ph.D. students are eligible to serve as SRs. The Association of School Psychology Students (ASPS) solicits nominations for SRs each fall term.

SRs may be self-nominated, nominated by their peers, or elected by their peers in the fall quarter during the first full week of classes. Each SR will typically serve from fall (after elections) through the following summer. In some cases, SRs will serve less than a full academic year. In rare situations, students may serve for more than one year.

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

Responsibilities. SRs have responsibility for the following:

1. Attending meetings, to represent student interests and concerns, and to inform their respective cohort of relevant developments and procedures. Additional involvement and responsibility is negotiable.
2. Participating in monthly meetings with the School Psychology faculty.

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

Student Representative to the Oregon School Psychology Association

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

Criteria.

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

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

Responsibilities.

- Attend OSPA board meetings
- Serve in a non-voting position on the OSPA executive board
- Serve as a liaison between OSPA and the UO School Psychology Program
- Expand student involvement in the OSPA conference
- Familiarize the executive board with current "state of the science" practice
- Work with the OSPA newsletter editor to support the student column in the OSPA newsletter
- Prepare brief reports for UO School Psychology Program faculty on activities of the OSPA executive board. Brief reports should be presented orally at program/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 or early fall quarter, School Psychology faculty will appoint students to serve in the following positions for the upcoming year. Only students in good standing and in residence will be considered for these positions.

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

- Participates in consortium meetings at least three times a year to collaboratively discuss the design, evaluation, and recommendations for improving the professional education programs at the UO
- Prepare brief reports for UO School Psychology Program faculty on activities of the Consortium. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

Representatives for the NASP Student Leadership Team

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

- Prepare brief reports for UO School Psychology Program faculty on activities of the NASP student leader committee. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

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
- Prepare brief reports for UO School Psychology Program faculty on activities of the APA student leader. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

SPSY Admissions Committee Members (three student representatives – at least 1 M.S. & 1 Ph.D. student)

- Assists with recruitment events such as information sessions, campus visits or tours, and requests from prospective students to speak with current students
- Assists ASPS and Program Director with outreach efforts, such as meetings with Psi Chi, Family and Human Services, and undergraduate Psychology and related programs or groups
- Writes brief biographical sketches for applicants invited for interviews
- Assists with planning and carrying out interview day activities for M.S. and Ph.D. interview days
- Coordinates transportation, buddies, and lodging for candidates
- Summarizes student feedback for faculty

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 Academic Program Coordinator. Advisors also receive basic information on each of their advisees. Only program faculty members and staff who have legitimate need to access student files have the authorization to do so. At the completion of the degree or licensure program, whichever happens first, the file will be transferred to the Office of Student Academic Services.

MATERIALS LIBRARY

The program maintains a materials library that includes a large collection of assessment instruments, intervention materials, and training videos. These materials are used extensively in the core assessment courses of the program and in practicum training. Use of the materials is reserved for school psychology students under faculty supervision. All requests for use of materials by SPSY students or faculty should be directed to the Practicum GE. For additional detail and materials check-out procedures, please refer to the current SPSY Materials Library Policy posted on the program's blog 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 Academic Program Coordinator. Program plans are used as an advising tool between advisors and students. Students should begin developing their program plan during their first year, and submit the plan with the assistance of their advisor, for faculty approval by no later than the end of fall term of their second year. The following steps and regulations govern the submission and approval of student program plans:

Step 1. Obtain a copy of the program plan form from your advisor or the program's Academic Program 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://graduatestudies.uoregon.edu/sites/default/files/transfer-of-grad-credit.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 Academic Program 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. 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://coedocs.uoregon.edu/download/attachments/144113666/Waiver_Form_FINAL_June_5_2018).

[pdf?version=1&modificationDate=1528496293611&api=v2](#)) 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 as early as possible 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. 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 Program Director in writing of their decision to accept admission to a particular degree track by the date specified in their offer of admission.

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

APPENDIX A
School Psychology Program
Master's Degree Course Requirements
Revised Fall 2022

Completion of a Master of Science degree in School Psychology at the University of Oregon requires a minimum of 91 credit hours, including required courses that address ten NASP practice domains, practicum experience, and a 1,200 clock hour internship. This program typically requires two years of full-time study on campus for completion of coursework and practica, plus a full-time internship that is completed during the third year of the program. Students in the M.S. program complete a Professional Competencies Portfolio as a culminating master's project.

Courses often address multiple practice domains. Here, courses are listed according to the domain that fits best. Please note that these course requirements are current at the time this handbook was published; however, course requirements may change due to requirements of program accreditation or licensing bodies, the UO College of Education, or other unforeseen events.

Domain 1: Data-Based Decision Making (15 credits)

EDLD 663	3 credits	Measurement & Assessment
SPSY 671	4 credits	Behavioral Assessment
SPSY 672	4 credits	Intellectual Assessment
SPSY 674	4 credits	Educational Assessment

Domain 2: Consultation and Collaboration (7 credits)

SPSY 630	3 credits	Introduction to Consultation
SPSY 632	4 credits	Advanced Consultation

Domain 3: Academic Interventions and Instructional Supports (8 credits)

SPED 540	4 credits	Early Literacy for Diverse Learners
SPED 660	4 credits	Design of Instruction

Domain 4: Mental and Behavioral Health Services and Interventions (7 credits)

SPSY 650	4 credits	Developmental Psychopathology
CPSY 611	3 credits	Counseling Skills

Domain 5: School-Wide Practices to Promote Learning (4 credits)

SPSY 631	4 credits	Academic & Behavioral Interventions
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Domain 6: Services to Promote Safe and Supportive Schools (3 credits)

SPSY 511	3 credits	School-Based Mental Health Promotion
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Domain 7: Family, School, and Community Collaboration (3 credits)

CPSY 625	3 credits	Child-Family Interventions
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Domain 8: Equitable Practices for Diverse Student Populations (3 credits)

SPED 515	3 credits	Diversity in Special Education
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Domain 9: Research and Evidence-Based Practice (9 credits)

EDUC 614	3 credits	Educational Statistics
EDUC 650	3 credits	Single-Subject Research Methods I
EDUC 611	3 credits	Survey of Educational Research Methods

Domain 10: Legal, Ethical, and Professional Practice (13 credits)

SPSY 661	4 credits	Principles and Practices in School Psychology
SPSY 662	3 credits	Foundations of Clinical Supervision
SPSY 663	3 credits	Professional Ethics
SPED 528	3 credits	Law and Special Education

Clinical Practices (19 credits)

SPSY 692	1 credit	Professional Competencies Portfolio
SPSY 698	9 credits	School-Based Practicum (3 credits each: Fall/Winter/Spring)
SPSY 699	9 credits	Internship (3 credits each: Fall/Winter/Spring)

APPENDIX B

UNIVERSITY OF OREGON

School Psychology Program

Master's Degree Program Competencies

Revised September 2022

The master's program competencies are based on the NASP (2020) Standards for Graduate Training. These program competencies address knowledge and practice (applied skills) across ten domains of professional practice.

Domain 1: Data-Based Decision Making - School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration- School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports- School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions- School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning- School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools- School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations- School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation,

gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practices- School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

APPENDIX C

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

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

Revised September, 2022

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

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

Please turn in the Activity Summary and supporting documents to the Academic Program Coordinator as instructed, no later than May 15 of the current academic year.

Name: _____ Date: ____/____/____

Date of entry to Program: ____/____/____ Advisor: _____

Demonstrate skills in leadership and professional service

- a. **Participate on a committee involved in program, department, college, university, school district, 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, service on a committee at your practicum or internship site). Write a brief (1-2 page) analysis of your role and experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process?**

Committee: _____

Your role: _____

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

- a. **Hold membership in at least one professional organization relevant to school psychology practice (e.g., NASP, APA, OSPA). Attach a screenshot of your membership card or member verification.**
- b. **Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology. Record your attendance (and presentations, if applicable) below.**

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

NASP Domain Matrix

The NASP Domain Matrix below is used to document student knowledge and professional skills competencies in the ten domains of professional practice. As you progress through the program, document your evidence of knowledge through completion of graduate coursework (also see Appendix A) and your evidence of professional skills (e.g., case reports, research projects) through artifacts developed through program coursework and field experiences.

Type your responses within the appropriate boxes, using a bulleted list format. Please note that this NASP Matrix will be used to organize the portfolio developed for SPSY 692 Prof Competencies Portfolio. Please see your advisor for assistance, as needed.

<p>Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>
<p>Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</p> <ul style="list-style-type: none"> •
<p>Demonstration and evidence of professional competence to use psychological and educational assessment and data collection strategies and technology resources, and apply results to design, implement, and evaluate response to services and programs: Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</p> <ul style="list-style-type: none"> •

<p>Domain 2: Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.</p>
<p>Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</p> <ul style="list-style-type: none"> •
<p>Demonstration and evidence of professional competence to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs: Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</p> <ul style="list-style-type: none"> •

<p>Domain 3: Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to</p>
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<p>use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>
<p>Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</p> <ul style="list-style-type: none"> •
<p>Demonstration and evidence of professional competence in using assessment and data collection methods and implementing and evaluating services that support cognitive and academic skills: Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</p> <ul style="list-style-type: none"> •

<p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>
<p>Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</p> <ul style="list-style-type: none"> •
<p>Demonstration and evidence of professional competence in using assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health: Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</p> <ul style="list-style-type: none"> •

<p>Domain 5: School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p>
<p>Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</p> <ul style="list-style-type: none"> •
<p>Demonstration and evidence of professional competence to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</p> <ul style="list-style-type: none"> •

<p>Domain 6: Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based</p>

strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

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Demonstration and evidence of professional competence to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.

•

Domain 7: Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

•

Demonstration and evidence of professional competence to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.

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Domain 8: Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

•

Demonstration and evidence of professional competence to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts. Submit no more

than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.

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Domain 9: Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

•

Demonstration and evidence of professional competence to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.

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Domain 10: Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain. Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

•

Demonstration and evidence of professional competence to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists. Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.

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APPENDIX D: M.S. Course Sequence (effective Fall 2022)

FALL	WINTER	SPRING	SUMMER
Year 1			
SPSY 661 Principles & Practices (4) SPSY 671 Behavioral Assessment (4) EDLD 663 Measurement & Assmt (3) SPED 540 Early Lit for Div Learn (4) Total Credits: 15	SPSY 674 Educational Assessment (3) SPED 528 Law and Special Ed (3) EDUC 650 Single-Subj Res Meth I (3) CPSY 625 Child & Family Intv (3) Total Credits: 12	SPSY 672 Intell Assessment (4) SPSY 630 Intro to Consultation (4) SPSY 631 Acad & Beh Interv (4) SPSY 663 Professional Ethics (3) Total Credits: 15	Year 1 Total: 42
Year 2			
SPSY 698 School-Based Practicum (3) SPSY 511 School-Based Mental Hlth (3) CPSY 611 Counseling Skills (3) SPED 660 Design of Instruction (4) Total Credits: 13	SPSY 698 School-Based Practicum (3) SPSY 632 Adv Consultation (4) EDUC 614 Educational Stats (3) SPED 515 Diversity in Special Educ (3) Total Credits: 13	SPSY 698 School-Based Pract (3) SPSY 692 Prof Comp Portfolio (1) SPSY 650 Devel Psychopath (4) EDUC 611 Survey Educ Res Meth (3) Total Credits: 11	Year 2 Total: 37
Year 3			
SPSY 699 Internship (3) Total Credits: 3	SPSY 699 Internship (3) SPSY 662 Found of Clinical Supv (3) Total Credits: 6	SPSY 699 Internship (3) Total Credits: 3	Year 3 Total: 12 Years 1-3 Total: 91

Notes:

- *NASP requires a minimum of 90 credits for NCSP eligibility and program accreditation. If any waivers or substitutions are used, the total number of credits toward degree must still total 90 or greater.*
- *This schedule is subject to change in response to COE/Departmental changes to schedule or requirements, accreditation and/or licensing agency requirements, or other unexpected factors.*