

# 659: SCHOOL PSYCHOLOGY

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## In Workflow

1. Administrator Review (sladd@uoregon.edu)
2. DGS Initial Program Review (jnagel@uoregon.edu)
3. OTP Initial Review (rcb@uoregon.edu)
4. ED Dean Initial Review (sthomps5@uoregon.edu)
5. SPCS Curric Coord Initial Review (cybula@uoregon.edu; aloverin@uoregon.edu; dwenning@uoregon.edu)
6. SPCS Curric Coord Final Review (aloverin@uoregon.edu; cybula@uoregon.edu; dwenning@uoregon.edu)
7. ED Curric Coord Initial Review (wag23@uoregon.edu)
8. ED Curric Coord Final Review (awhalen@uoregon.edu)
9. ED Dean Final Review (sthomps5@uoregon.edu)
10. OtP Mid Review (rcb@uoregon.edu)
11. Grad School (jnagel@uoregon.edu)
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13. OtP Hold (rcb@uoregon.edu)
14. Board of Trustees (rcb@uoregon.edu)
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16. HECC (rcb@uoregon.edu)
17. NWCCU (rcb@uoregon.edu)
18. OtP Curric Report (carolynv@uoregon.edu)
19. Senate (carolynv@uoregon.edu)
20. Registrar (sstrick2@uoregon.edu)
21. Catalog Editor (sstrick2@uoregon.edu)

## Approval Path

1. Wed, 03 Jul 2024 20:49:48 GMT  
Satomi Ladd (sladd): Approved for Administrator Review
2. Wed, 03 Jul 2024 22:37:19 GMT  
Jered Nagel (jnagel): Approved for DGS Initial Program Review
3. Wed, 28 Aug 2024 22:28:10 GMT  
Ron Bramhall (rcb): Approved for OTP Initial Review
4. Thu, 29 Aug 2024 01:51:49 GMT  
Sylvia Thompson (sthomps5): Approved for ED Dean Initial Review
5. Thu, 29 Aug 2024 15:00:40 GMT  
Carmen Cybula (cybula): Approved for SPCS Curric Coord Initial Review
6. Thu, 29 Aug 2024 15:01:44 GMT  
Carmen Cybula (cybula): Approved for SPCS Curric Coord Final Review
7. Fri, 30 Aug 2024 17:25:24 GMT  
Willow Gutierrez (wag23): Approved for ED Curric Coord Initial Review
8. Tue, 03 Sep 2024 03:24:40 GMT  
Angie Whalen (awhalen): Approved for ED Curric Coord Final Review
9. Tue, 17 Sep 2024 18:51:25 GMT  
Sylvia Thompson (sthomps5): Approved for ED Dean Final Review
10. Fri, 20 Sep 2024 16:51:08 GMT  
Ron Bramhall (rcb): Approved for OtP Mid Review

## New Program Proposal

Date Submitted: Fri, 14 Jun 2024 00:14:54 GMT

**Viewing: 659 : School Psychology**

**Last edit: Wed, 03 Jul 2024 22:37:09 GMT**

Changes proposed by: awhalen

## General Information

**Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.**

For over 30 years, the SPSY Program has offered a 3-year full-time masters (M.S.) degree program that prepares students to become school-based psychologists in preK-12 school settings. The field of school psychology draws upon disciplinary foundations in professional psychology, counseling, education and special education, and research. We are proposing to replace the existing SPSY M.S. degree with the education specialist (Ed.S.) degree to better reflect the level of training provided in the existing 3-year SPSY M.S. program. We are not proposing to add any new courses or drop any courses from the existing curriculum, nor do we anticipate needing additional resources to implement this change. We are proposing to offer the Ed.S. program in School Psychology at both the Eugene and NE Portland campus locations to support increasing enrollment and address regional and national shortages of school psychologists and mental health professionals in schools. Once the proposed Ed.S. program is implemented, we will stop admitting students to the M.S. degree and sunset that degree program.

National and state standards for entry-level licensure as a school psychologist require training at the specialist (Ed.S.) level (National Association of School Psychologists, NASP, 2020; Oregon Administrative Rules 584-245-0120, 2023). The existing UO SPSY M.S. program is already nationally accredited by NASP and approved by the Oregon Teacher Standards and Practices Commission (TSPC) as a specialist-level equivalent program.

Both NASP and Oregon TSPC define a specialist-level program in school psychology as consisting of:

- “(A) A minimum of 3 years of full-time study at the graduate level, or the equivalent inclusive of structured field experiences;
- (B) At least 60 graduate semester hours or the equivalent (90 graduate quarter hours), with at least 54 semester hours exclusive of credit for the supervised specialist-level internship experience; and
- (C) A supervised internship experience taken for academic credit with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across 1 academic year on a full-time basis or 2 consecutive academic years on a half-time basis” (Oregon Administrative Rules 584-435-0200, 2022).

Given that the existing SPSY program already meets this definition of a specialist-level program, holds national accreditation at the specialist level, and is approved by the Oregon TSPC as a specialist-level equivalent program, awarding an Ed.S. degree will more accurately match the level of training students receive in the program. This change will also reduce confusion and better represent the program and qualifications of graduates to external stakeholders, including prospective students, members of accreditation review teams, school psychology licensing agencies, and school districts within and outside of Oregon who employ our graduates. Because entry-level licensure and employment requires specialist-level training, UO SPSY graduates often encounter barriers when applying for licensure in other states and countries because they have been awarded an M.S. degree and must explain and/or work with the program to provide documentation of their specialist-level qualifications. Having the Ed.S. degree noted on their transcripts will help to clarify their qualifications for entry-level licensure and employment in the field.

### Primary Proposer

Angie Whalen

### Email

awhalen@uoregon.edu

### Is there a co-proposer for this proposal?

No

### Home department

Special Ed & Clinical Sciences

### College

Education, College of

### Level

Graduate

### Program Type

Education Specialist

### Primary Location

UO main campus

**Program Delivery Format**

Traditional classroom/lab

**Does the program represent a collaboration of two or more university academic units?**

No

**Proposed Identification****Full Title**

School Psychology

**What's your desired effective term?**

Fall 2025

Fall term is the default term unless an alternative is specifically requested and approved.

**Relationship to Institutional Mission and Statewide Goals****How is the program connected with the UO's mission, signature strengths and strategic priorities?**

The SPSY program supports the UO's mission of serving the state, nation, and world through excellence in teaching and research in the field of school psychology. The primary mission of the program is to prepare our students to become skilled practitioners and leaders in the field of school psychology. Our faculty are leading scholars in the field, creating large-scale solutions that promote children's behavioral and mental health, academic success, and equity and inclusion within school systems.

The program's focus aligns directly to Goal 4 of the current UO Onward strategic priority-setting effort, "Innovate for societal impact through scholarship, research, creative work and programming (programs) that reflect the UO's unique strengths and capabilities." In this goal, a unique area of focus is listed as mental health and wellbeing - a direct focus of the proposed school psychology program. Program faculty also support institutional priorities through serving in leadership roles such as COE Dean, Associate Dean, Department Head, Program Director, and Director of the Center on Teaching and Learning.

The SPSY program is situated in the College of Education, and faculty are affiliated with several UO research centers including the Prevention Science Institute, Center on Teaching and Learning, and Ballmer Institute for Children's Behavioral Health. Expanding to the UO Northeast Portland campus will strengthen existing collaboration between faculty in SPSY and at the Prevention Science Institute and Ballmer Institute for Children's Behavioral Health. SPSY graduate students located in Portland will support faculty research and instruction, serve as GEs, and have access to additional research and mentorship opportunities relevant to their field.

**How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?**

Students will have access to the program in two geographic areas of the state (PDX, EUG), thereby reducing the need for students to travel or relocate to attend graduate school. By adding the NE Portland campus option, students will have access to a wider range of diverse urban school districts for clinical training experiences (practicum, internship), which further supports our goal of preparing students to serve diverse children, youth, and families across Oregon communities and school districts.

**How will the proposal meet regional or statewide needs and enhance the state' capacity to:**

- improve educational attainment in the region;
- respond effectively to social, economic and environmental challenges and opportunities; and
- address civic and cultural demands of citizenship?

School psychologists provide support to school districts, educators, and families to support the educational success of students in PK-12 school settings. There is a shortage of school psychologists in our field both nationally and regionally. While the NASP recommended ratio is 1 school psychologist to every 500 students (1:500), the 2021-22 ratio was 1:1,417 students in Oregon and 1:1,139 in the Western U.S. region broadly (Affrunti, 2023). By offering the program at both the Eugene and NE Portland campus locations, the program will be able to enroll more students, and thus prepare more school psychologists to address the critical shortages of school psychologists in Oregon school districts.

**Program Description****Is there a core set of required courses?**

Yes

**What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?**

Yes, see attached program plan for a full list of required courses. The program is accredited by the National Association of School Psychologists (NASP) and approved by the Oregon Teacher Standards and Practices Commission (Oregon TSPC) to prepare school psychologists for PK-12 educational licensure in Oregon. Program requirements are designed to meet accreditation and licensure requirements. The curriculum is aligned to the ten domains of school psychology practice identified by NASP.

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

**Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?**

No

## Course of Study

**Programs are required to display their curriculum in grid format to meet degree guide specifications. Proposed curriculum should include course numbers, titles, and credit hours.**

### Course of Study

The education specialist (Ed.S.) program in school psychology requires 94 credit hours and typically takes three years to complete. It includes a sequence of supervised field experiences, including practica and a 1,200 hour internship. The program is accredited by the National Association of School Psychologists and approved by the Oregon Teachers Standards and Practices Commission for the educational licensure of school psychologists in the state of Oregon.

Code	Title	Credits
<b>Data-Based Decision Making</b>		
SPSY 673	Measurement and Assessment	3
SPSY 671	Behavioral Assessment	4
SPSY 674	Educational Assessment	4
SPSY 672	Intellectual Assessment	4
<b>Consultation and Collaboration</b>		
SPSY 630	Introduction to Consultation (4 credits required)	4
SPSY 632	Advanced Consultation	4
<b>Academic Interventions and Instructional Support</b>		
SPED 540	Early Literacy for Diverse Learners	4
SPED 660	Design of Instruction	4
<b>Mental and Behavioral Health Services and Intervention</b>		
SPSY 650	Developmental Psychopathology	4
CPSY 611	Counseling Skills (3 credits required)	3
<b>School-Wide Practices to Promote Learning</b>		
SPSY 631	Academic and Behavioral Interventions	4
<b>Services to Promote Safe and Supportive Schools</b>		
SPSY 511	School Mental Health Promotion	3
<b>Family, School, and Community Collaboration</b>		
CPSY 625	Child and Family Interventions	3
<b>Equitable Practices for Diverse Student Populations</b>		
SPED 515	Diversity and Special Education	3
<b>Research and Evidence-Based Practice</b>		
EDUC 611	Survey of Educational Research Methods	3
EDUC 614	Educational Statistics	3
EDUC 650	Single-Subject Research Methods I	3
<b>Legal, Ethical, and Professional Practice</b>		
SPSY 661	Principles and Practices in School Psychology	4
SPSY 662	Foundations of Clinical Supervision	3
SPSY 663	Professional Ethics	3
SPED 528	Special Education Law	3
<b>Clinical Practices</b>		
SPSY 692	Professional Competencies Portfolio (3 credits of SPSY 692 required, typically taken in fall, winter, and spring of year 1)	3

SPSY 698	School-Based Practicum (9 credits of SPSY 698 required, typically taken in fall, winter, and spring of year 2)	9
SPSY 699	Internship (9 credits of SPSY 699 required, typically taken in fall, winter, and spring of year 3)	9
<b>Total Credits</b>		<b>94</b>

<sup>1</sup> Prior to completion of internship, specialist-level students are required to complete 1,200 clock hours, pass the Praxis II School Psychologist licensure exam, and complete internship requirements outlined in the internship handbook at the time of enrollment in SPSY 699 Internship.

## Expected Learning Outcomes for Students and Means of Assessment

Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
Master foundational knowledge in the ten domains of school psychology practice (NASP, 2020).	SPSY 661 Principles & Practices in School Psychology	Coursework, supervised practicum & internship	Course grades (all), practicum & internship supervisor evaluations
Demonstrate proficiency of practice/applied skills in the ten domains of school psychology practice (NASP, 2020).	SPSY 661 Principles & Practices in School Psychology	Coursework, supervised practicum & internship	Course grades (all), practicum & internship supervisor evaluations
Demonstrate skills in leadership and professional service.	SPSY 692 Professional Competencies Portfolio	SPSY 692, supervised practicum & internship, program-wide professional development and advising	SPSY 692, annual program evaluation process
Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.	SPSY 692 Professional Competencies Portfolio	SPSY 692, supervised practicum & internship, program-wide professional development and advising	SPSY 692, annual program evaluation process

### Expected Learning Outcomes (Will Appear in Catalog)

Learning Outcomes	
1	Master foundational knowledge in the ten domains of school psychology practice (NASP, 2020).
2	Demonstrate proficiency of practice/applied skills in the ten domains of school psychology practice (NASP, 2020).
3	Demonstrate skills in leadership and professional service.
4	Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

## Accreditation

**Is or will the program be accredited?**

Yes

**Name the accrediting body or professional society that has established standards in the area in which the program lies:**

National Association of School Psychologists (NASP)

**If accreditation is a goal, identify the steps being taken to achieve accreditation:**

The program is already fully accredited as a specialist-level program in school psychology through February of 2028. See attached certificate of NASP accreditation 2021-28 and NASP approval for multiple sites.

**If the program does not or cannot meet those standards, the proposal should identify the areas in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to fully accredited.**

n/a

If the proposed program is a graduate program in which the institution offers an undergraduate program, identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

n/a

## Need for this Credential

### What is the anticipated fall term headcount over each of the next five years?

Fall Term Headcount = number of students enrolled in the program as of Fall term.

Year 1	Year 2	Year 3	Year 4	Year 5
24	48	72	72	72

### What are the expected degrees/certificates over the next five years.

Number of Degrees:

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	24	24	24

Number of Certificates/Microcredentials:

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

**How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)**

The existing program in Eugene consistently receives far more applications than the spaces available for admission. Over the last three years, we received an average of 57 applications per year to the SPSY master's program. Due to accreditation and licensure requirements for supervised school-based practica and internships, the total number of students (including doctoral students) who can enroll at the Eugene campus is limited to 12 per year. We anticipate that offering the full Ed.S. program at the UO Northeast Portland campus will allow us to attract 16-24 new students to the program per year, while continuing to enroll approximately 12 total students per year at the Eugene campus.

**What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?**

Based on enrollment in the current program at the Eugene campus, along with trends in the field of school psychology, we expect this program to primarily attract full-time graduate students who are seeking a career as a school psychologist in PK-12 school settings. Typical cohorts include a combination of individuals who have graduated from undergraduate programs in psychology or related fields within the last 1-3 years and professionals (e.g., teachers, family and human services) looking to make a career change. Students currently enrolled in the program include 40% Oregon resident, 47.5% out-of-state, and 12.5% international students; 80% White, 15% Hispanic or Latino, 13% Asian, and 29% first-generation college students.

**What are possible career paths for students who earn this credential? Describe and provide evidence (e.g. surveys, focus groups, documented requests, occupational/employment statistics and forecasts, etc.) for the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.**

This program prepares students for licensure as a PK-12 school psychologist and a career as a school psychologist in school settings. Graduates typically receive offers of employment prior to graduation (frequently multiple offers), and employment forecasts suggest there will continue to be shortages of qualified personnel needed to fill school psychologist positions. See attached SPSY EdS Labor Market Analysis provided by the UO Office of the Provost for detail.

Based on historical data from the program at the Eugene campus, nearly all SPSY program graduates obtain careers as practicing school psychologists in PreK-12 school settings, and often advance to leadership positions (e.g., lead psychologists, instructional/behavioral coaches, special education administrators). Occasionally, graduates pursue careers in applied research settings, state education agencies, or pursue further graduate studies (e.g., doctoral programs, administrative licensure programs for school administration).

**Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]**

The proposed EdS program will replace the existing School Psychology M.S. program. There are no other UO programs that lead to licensure as a school psychologist.

On 02/08/24, Angie Whalen (proposal author, SPSY faculty) met with Ron Bramhall (OtP), Krista Chronister and Jered Nagel (Div. of Graduate Studies), and Sylvia Thompson (COE) about this proposal and was advised that additional communications with UO programs were not needed beyond UO Deans Council and College of Education approval.

On 3/12/24, Laura Lee McIntyre, Dean of the College of Education, presented the SPSY Ed.S. pre-proposal, program plan, budget worksheet, and labor market analysis to the UO Deans Council and it was approved to move forward in the curriculum process. See attached email "SPSY EdS Preproposal -Deans Council Approval" for documentation.

On 4/2/24, Billie Jo Rodriguez, SPSY program director, presented the SPSY Ed.S. proposal to the Department of Special Education and Clinical Sciences (SPECS) curriculum committee and it was approved (3 approve, 1 abstain). Ben Clarke, SPECS Department Head, was present at this meeting and also approved the proposal to move forward.

On 4/26/24, Angie Whalen and Billie Jo Rodriguez, SPSY faculty, presented the SPSY Ed.S. proposal to the College of Education Curriculum Committee and it was approved for college-wide faculty vote.

On 6/5/24, the college-wide faculty vote was facilitated and the SPSY Ed.S. proposal was approved (26 approve, 5 abstain). See attached SPSY COE Approval Memo.

**Attach your communications showing due diligence in consulting with other UO departments or areas.**

5 SPSY EdS Labor Market Analysis (MA\_EdS\_Program\_Development\_Market\_ReportOtP03052024).docx  
 SPSY EdS Preproposal -Deans Council Approval.pdf  
 SPSY COE Approval Memo.docx

**List any existing program(s) that are complemented or enhanced by the new major.**

**Program(s)**

Special Education

Counseling Psychology

Child Behavioral Health (Ballmer Institute)

## Program Integration And Collaboration

**Are there closely-related programs in other Oregon public or private universities?**

Yes

**List similar programs and indicate how the proposal complements them. Identify the potential for new collaboration.**

There are no School Psychology programs at other Oregon public universities. There was a School Psychology EdS program at George Fox University; however, this program announced its closing and will graduate its last student in spring of 2025.

There is a well-established School Psychology EdS program at Lewis & Clark College. Our programs each have a slightly different emphasis, with the UO program having close ties to the Special Education department and the Lewis & Clark program having close ties to their Counseling department. This provides a choice to prospective students in the type of training emphasis. Faculty at UO and Lewis & Clark currently collaborate on a regular basis on training issues, state-level advocacy efforts, scholarship, and serve together on boards of professional organizations.

On 02/08/24, Angie Whalen (proposal author, SPSY faculty) met with Ron Bramhall (OtP), Krista Chronister and Jered Nagel (Div. of Graduate Studies), and Sylvia Thompson (COE) about this proposal and was advised that additional communications with private universities (Lewis & Clark) was not needed.

**If applicable, explain why collaborating with institutions with existing similar programs would not take place.**

n/a

**Describe the potential for impact on other institution's programs.**

There should be little to no impact on other institution's programs with the proposed change of the current MS program to EdS program, since the current UO SPSY program has existed for over 30 years, and we do not anticipate increasing the enrollment at the Eugene campus. The addition of a second campus location in Portland is expected to have little impact on the program at Lewis & Clark College, given the recent closing of the School Psychology EdS Program at George Fox University in Portland. The closing of the George Fox program has created a greater need for existing school psychology programs to increase enrollment, as Oregon is experiencing severe shortages of school psychologists in K-12 schools. There are many unfilled school psychologist positions in Oregon, with school districts and state educational agencies (e.g., Oregon TSPC) pushing for solutions such as increasing the number of school psychology graduates and/or number of training programs.

Please contact the Office of the Provost for instructions prior to contacting another institution about this program proposal.

If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.

n/a

## Resources Required to Offer the Program or Move to New Location

List any faculty who will have a role in this program, indicating those who have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.

Faculty Name	Faculty Classification and Rank	FTE	Role
Billie Jo Rodriguez	Senior Lecturer I	full-time	Director
Angie Whalen	Other	full-time	Faculty
Laura Lee McIntyre	Professor	full-time	Faculty
Ben Clarke	Professor	full-time	Faculty
Nicole Giuliani	Associate Professor	full-time	Faculty
Geovanna Rodriguez	Assistant Professor	full-time	Faculty
Sarah Falcon	Senior Lecturer I	full-time	Faculty
Suzanne Bamonto	Senior Lecturer I	full-time	Faculty

Please describe the adequacy and quality of the faculty delivering the program, including how the mix of tenure-track, career and pro tem faculty are strategically used to ensure effective delivery of the curriculum.

Program faculty all hold a PhD in School Psychology, Psychology, or Special Education. There is a mix of four tenure-track and four full-time career instructional faculty who bring unique expertise relevant to training school psychologists. The group includes two licensed psychologists, four licensed/certified school psychologists, and two board certified behavior analysts, providing the capacity to meet supervision requirements for clinical training (practicum, internship). Tenure-track faculty typically teach courses and supervise student research. Career faculty typically teach courses and supervise clinical training experiences. Students also take some required classes from tenure-track and career faculty from other College of Education programs including special education, counseling psychology, and education (EDUC). Pro tem faculty are used strategically to teach courses when needed, such as to meet a programmatic need in a specific content area or to cover a class during a faculty leave.

What is the nature and level of research and/or scholarly work expected of program faculty that will be indicators of success in those areas?

Expectations for research and/or scholarly work are determined by the College of Education Professional Responsibilities Policy, Tenure-Track Faculty Promotion Policy, and Career Faculty Promotion Policy. Faculty are expected to engage in research and scholarly work consistent with their appointments (e.g., tenure track faculty engage in approximately 40% research) and in alignment with criteria for promotion (e.g., instructional faculty demonstrate leadership and scholarship relevant to their instructional/expertise areas). Faculty have expertise in a range of topics relevant to school psychology such as mental health, early childhood, developmental disabilities, neuropsychology, academic/behavior assessment and intervention, multi-tiered systems of school support, supervision/ethics, and school consultation. Faculty have already demonstrated strong research and scholarship in these areas relevant to their position descriptions and appointments (e.g., tenure track, instructional, clinical). For example, in addition to peer-reviewed publications and presentations, several direct, or have previously directed, research units in their areas (e.g., Center on Teaching & Learning, Prevention Science Institute) and have authored books in their content areas. Faculty who continue to meet performance expectations will be considered successful, as these are all relevant research/scholarship topics for school psychology.

Describe how students will be advised in the new program.

Upon acceptance into the School Psychology Program, students are assigned to faculty advisors. In making these assignments, the faculty considers several 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. The program also provides additional group advising (by cohort) related to program requirements and career development during quarterly program-wide meetings and professional development sessions. Examples of topics covered in group advising include course sequencing and registration, developing a CV, application to practicum, securing internships, and preparing competency portfolios.

Describe the staff support for the proposed program, including existing staff and any additional staff support that will be needed.

The SPSY program is supported by a team of staff in the Department of Special Education and Clinical Sciences (SPECS) including four full-time Academic Program Coordinators, an Academic and Business Operations Specialist, and a Business Manager. Currently, one Academic Program Coordinator is located at the NE Portland campus and the other staff members are located at the Eugene campus. No additional staff support is needed.

Are special facilities, equipment, or other resources required as a result of this proposal (e.g., unusual library resources, digital media support,

No



**Attach your communication(s) showing due diligence in consulting with your department's discipline-specific library liaison and any other resource area affected by this proposal.**

Fwd\_COE Libraries.pdf

## Financial Sustainability

**What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?**

The program already exists and has a budget within the Department of Special Education and Clinical Sciences (SPECS). Because the existing program has proven financial stability and demonstrates the capacity for growth (applicant pool exceeds capacity in Eugene, labor market analysis results, established shortages of school psychologists in Oregon and nationally), the COE Dean, Laura Lee McIntyre, has encouraged and supported the program's expansion to the NE Portland campus.

We believe we can implement the proposed Ed.S. degree program across both UO campuses with existing resources. Because the SPSY program has been offering some classes at the UO Portland campus since fall 2022, we currently have access to sufficient faculty/staff workspace, materials storage space, and classroom space at the NE Portland campus. There will be no change required to staffing at the Eugene campus. At the Portland campus, we currently have one Sr. Lecturer based in Portland and have hired a second Sr. Lecturer to be based in Portland starting Fall 2024. We have one Academic Program Coordinator based in Portland. The SPSY faculty at both campuses serve as academic advisors for individual graduate students and provide additional group advising for students during quarterly program-wide meetings. SPSY faculty currently work with the COE Communications office to promote the program.

**Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

### Business Plan Description

The attached budget worksheet prepared by Tiffany Yep, COE Director of Financial Operations, provides detail based on projected enrollment increases with expansion to the NE Portland campus. The budget worksheet was reviewed by the UO Dean's Council as part of the pre-proposal approval process.

The program director currently collaborates with UO libraries to maintain adequate library support. The attached email correspondence ("Fwd\_COE Libraries") documents support for adequate library support for offering this program at the Eugene and NE Portland campuses.

The program has a long history of recruiting and retaining faculty who contribute to leadership within the department, college, and university. Current program faculty include the COE Dean (McIntyre), Associate Dean for Career Instructional/Clinical Faculty Development (Whalen), SPECS Department Head (Clarke), SPSY Program Director (B. Rodriguez), PREV SCI Program Co-Director (Giuliani), and Director of the UO Center on Teaching and Learning (Clarke). The program consistently demonstrates sufficient faculty and staff resources to maintain national accreditation through the National Association of School Psychologists (EdS program) and American Psychological Association (PhD program).

**Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.**

The SPSY program has been offered at the Eugene campus for several decades, and do not anticipate any changes to unique resources. Because the SPSY program has been offering some classes at the UO Portland campus since fall 2022, we currently have access to sufficient faculty/staff workspace, materials storage space, and classroom space at the NE Portland campus. The program director works closely with university leadership at the NE Portland campus regarding access to space and ongoing construction plans.

**Attach supporting documentation for financial sustainability.**

4 SPSY EdS Program Budget Worksheet (April2024).xlsx

**If grant funds are required to launch the program, how will the program be supported upon termination of the grant?**

n/a

## Document Upload Guide

### Attach Supporting Documents

3 SPSY EdS Program Plan.docx

NASP Accreditation certificate 2021-28 University of Oregon.pdf

NASP Approval for multiple sites (EUG, PDX).pdf

## Other Program Characteristics

**Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed program? If so, please list the courses and the requirements of each. Note: Although there is variation in detail, UO undergraduate majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.**

Students must demonstrate competency by earning passing grades (B- or higher or "satisfactory") in all coursework, graded practicum and internship, and research experiences.

Master's programs require at least 24 credits to be taken for a letter grade, but individual programs may require a higher number. There are no specific graded credit policies for doctoral and certificate programs; each program should determine what is appropriate within their discipline.

**How much course overlap will be allowed to count toward both this programs and some other credential a student might be earning (a minor, certificate, or another program)? If there are specific credentials with overlap limits, please list those and the limits. For Accelerated Master's Program proposals, include in this section the proposed credit allocation structure for graduate credits taken as an undergraduate, i.e., how many graduate credits may count only toward the master's degree and how many may be used to clear requirements for both the bachelor's and the master's.**

n/a We do not anticipate course overlap with other minors, certificates, or majors.

**Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:**

n/a

**Will admission to the program be limited?**

Yes

**Maximum enrollment:**

26

**Will students be required to apply for entry to this program?**

Yes

**What are the conditions for admission?**

Applicants are evaluated on academic record, letters of recommendation, previous related work or experiences, a statement of purpose in seeking admission, and an interview. Graduate Record Examination (GRE) test scores are optional and if submitted will be considered.

Application materials are submitted online and must be received by the deadline published on the program website (typically December 1). Admissions may re-open later with a rolling deadline, space permitting.

**Please describe admission procedures (Will Appear in Catalog)**

Information about program admissions requirements and acceptance rates is available on the program's website. Students are admitted for fall term only.

Applicants are evaluated on:

- academic record
- letters of recommendation
- previous related work or experiences
- a statement of purpose in seeking admission
- an interview
- *Optional - Graduate Record Examinations (GRE) general test scores*

Applications and supplemental materials are submitted online. Completed applications must be received by December 1. After initial file screening, finalists will be selected and invited for interviews.

**Residency Requirements (Will Appear in Catalog)**

Students must be in Oregon to attend in person.

Key: 659