

LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

SCHOOL PSYCHOLOGY PROGRAM

**PROGRAM HANDBOOK
and APPENDIX OF FORMS**

2011-2012

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Welcome to the School Psychology Program!

Welcome to the nationally approved, Educational Specialist program in School Psychology at the Lewis and Clark Graduate School of Education and Counseling! This Program Handbook will help you better understand the School Psychology program, as well as your rights and responsibilities as a student in our program. Please read this Program Handbook and be ready to discuss it before meeting with your advisor for the first time.

Overview of the School Psychology Profession

School psychologists are expanding the ways they make a difference in the lives of learners. In the past, some school psychologists concentrated on identifying the special needs of students who were struggling with learning. Now, in addition to that service, they work closely with teachers, parents, administrators, other school specialists, and community professionals to provide support for learners with many needs. School psychologists counsel, tutor, and mentor learners and their families. They also take the lead in providing services to students and families of cultural and linguistic diversity. Working with members of the school and surrounding community to support healthy development and success for all learners is the vision of school psychologists.

School Psychology Program Mission Statement

The mission of the School Psychology Program is to prepare school psychologists who work in deeply engaged and collaborative ways with students, teachers, families, administrators, and other professionals to address the behavioral, social, emotional, and learning needs of children in schools. The School Psychology Program at the Lewis & Clark Graduate School of Education and Counseling emphasizes relational and communication skills in our state accredited and nationally approved course of study. Through courses in counseling, consultation, assessment, and intervention our students learn to work effectively with individual children, whole families, special education teams, and large school communities to help create learning environments that foster the healthy development of all children.

Educational Specialist Program in School Psychology Review

The Lewis and Clark School Psychology Program is a specialist degree-level program designed for students seeking state licensure as school psychologists. The Educational Specialist (Ed.S) degree demands a level of preparation significantly greater than that called for by a master's degree. The program may be completed in three years of full-time study, with the third year being a full-time internship in a public school district. The Lewis & Clark College concentration in school psychology is fully approved by the Oregon Teacher Standards and Practices Commission (TSPC) at the state level and by the National Association of School Psychologists (NASP) at the national level.

The school psychology program at Lewis & Clark prepares school psychologists who can provide visionary leadership and practice. Students in this program develop expertise in assessment, with the skills to identify learners' needs, and also to identify the personal strengths that learners possess that help them succeed. LC School Psychology students develop skills for engaging teachers, learners, and families as partners. Intensive preparation in collaboration and consultation strategies, in counseling, in prevention programming and program evaluation are part of the professional preparation. A full year of supervised practicum as well as a full-time, full year internship insures that graduates have had the opportunity to integrate their knowledge and growing skills in practice. Completing this program gives

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graduates eligibility for licensing in Oregon as well as eligibility for the the National Certificate of School Psychology (NCSP).

Overview of Program Coursework

The following courses are required for successful completion of the 63 semester hour, Educational Specialist Degree in School Psychology at Lewis and Clark College. The courses are listed in the order that they are usually taken during the three years of the program, along with information on the amount of semester credit hours each course requires. For more information on course descriptions and syllabi, see the School Psychology Website.

	Course #	Course Name	Sem.Credits
Year one	CPSY 506	Lifespan Development	2
	CPSY 507	Intro to School Psychology I	2
	Elective/ CPSY 590	Counseling Children and Adolescents or other elective	1
	CPSY 530	Research Methods & Statistics I	3
	CORE	Core Convocation	
	CPSY 508	Intro to School Psychology II	2
	CPSY 514	Group Counseling with Children/Adolescents	3
	CPSY 517	The Exceptional Child in Schools	3
	CPSY 531	Research Methods & Statistics II	3
	Core	Elective	1
	CPSY 504	Family Therapy: Theory/Practice	3
	CPSY 523	Treatment Planning and Intervention With Children and Adolescents	3
	CPSY 541	Assessment & Intervention I	3
	CPSY 581	Ethical & Legal Issues for School Psychology Practicum	2
	Core	Elective	1
Year two	CPSY 542	Assessment & Intervention II	3
	CPSY 573	School-Based Consultation	3
	CPSY 585	Practicum in School Psychology	5
	CPSY 543	Assessment & Intervention III	3
	CPSY 574	Advanced Consultation & Program Evaluation	2
	CPSY 540	Applied Developmental Neuropsychology	2
	CPSY 550	Clinical Work w/ Diverse Populations	3
	CPSY 571	Prevention in Educational Settings	3
Year three	CPSY 585	Internship in School Psychology	7

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Program Context and Structure

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers. Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent and include a minimum of one academic year of supervised Internship experience, consisting of a minimum of 1200 clock hours. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.

LC School Psychology Program Links with NASP Domains

The School Psychology Program at Lewis and Clark College received full approval by the National Association of School Psychologists in 2003. In this way, the course of study outlined above is directly linked to the ten NASP Domains of Training and Practice. In this section, we first outline the NASP domains before we show the ways those domains are woven into our program coursework.

NASP II : 10 Domains of School Psychology Training and Practice

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

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 curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning

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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 learning and mental health.

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 multitiered prevention, and evidence-based strategies for effective crisis response.

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 and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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.

NASP III. Field Experiences/Internship

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program, during their first year, their practicum year, and their internship year.

NASP IV. Performance-Based Program Assessment and Accountability

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SP Program Coursework and NASP Domain Linkages

Each of the courses in the School Psychology Program is listed below with the NASP domains addressed in the class also listed below the course title. Certain courses are listed together because they are part of a series. Please see specific course syllabi to see the particular ways these domains are addressed in course content, assignments, and learning objectives.

LC CPSY 504 Family Therapy: Theory & Practice (3 credits)
NASP II – 2, 7, 8.

LC CPSY 506 Lifespan Development (3 credits)
NASP II – 4, 6, 7, 8.

LC CPSY 507 Introduction to School Psychology I (2 credits)
LC CPSY 508 Introduction to School Psychology II (2 credits)
NASP II – 2, 3, 4, 5, 8, 10.
NASP III - Field Experiences.

LC CPSY 514 Group Counseling w/ Children and Adolescents (3 credits)
NASP II – 4, 5, 6.
NASP III – Field Experiences.

LC CPSY 517 The Exceptional Child in Schools (3 credits)
NASP II – 3, 4, 5, 6, 7.

LC CPSY 523 Treatment Planning and Intervention w/ Children and Adolescents (3 credits)
NASP 11 – 3, 4, 5, 7.

LC CPSY 530 Research Methods and Statistics I (3 credits)
LC CPSY 531 Research Methods and Statistics II (3 credits)
NASP II 1, 9.

LC CPSY 541 Assessment & Intervention I (2 credits)
LC CPSY 542 Assessment & Intervention II (3 credits)
LC CPSY 543 Assessment & Intervention III (3 credits)
LC CPSY 540 Applied Developmental Neuropsychology (2 credits)
NASP II – 1, 2, 3, 7, 8, 9.

LC CPSY 550 Clinical Work w/ Diverse Populations (3 credits)
NASP II – 3, 5, 7.

LC CPSY 571 Prevention in Educational Settings (3 credits)
NASP II – 2, 4, 5, 7, 9, 10.

LC CPSY 573 School-Based Consultation (3 credits)
LC CPSY 574 Advanced Consultation & Program Evaluation (2 credits)

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NASP II = 1, 2, 3, 4, 5, 7, 9.

LC CPSY 581 Ethical and Legal Issues for School Psychology Practicum (2 credits)
NASP II – 5, 9, 10.

LC CPSY 585 Practicum in School Psychology I (2 credits)
LC CPSY 585 Practicum in School Psychology II (2 credits)
LC CPSY 585 Practicum in School Psychology III (1 credits)
NASP II – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
NASP III – Field Experiences

LC CPSY 586 Internship in School Psychology I (4 credits)
LC CPSY 586 Internship in School Psychology II (3 credits)
LC CPSY 586 Internship in School Psychology III (0 credit)
NASP II – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
NASP III – Field Experiences/Internship

Program Template for Course Syllabi

Each course in the school psychology program at Lewis and Clark College contains the following components:

- Course Syllabus Cover Sheet
- Course Information
- Course Readings
- Course Description from Catalog
- Course Goals and Objectives
- Course Assignments
- Course Calendar
- Course Methods of Evaluation, Assessment, and Grading
- Course Attendance and Participation Requirement
Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed. Because of the importance of the first class meeting, you will need to drop the class if you do not attend it. Any missed class time will require a standard make-up assignment: A 2-3 page paper in which you 1) describe what you learned from interviewing two individuals who attended the class you missed, and, 2) discuss the chapters due during the week you missed, including comments, and questions regarding those readings. Please contact the instructor prior to class or due dates regarding any absences from class or problems with assignment deadlines.
- Non-Discrimination Policy and Special Assistance
Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and

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has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Monitoring Program and Student Quality: Performance-Based Program Assessment and Accountability

Being a NASP approved program, the Lewis and Clark School Psychology Program employs systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and uses the resulting information to monitor and improve program quality. Ultimately, a key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

In the following section, we show the ways that students are monitored to insure that they are learning the content and are able to demonstrate the skills described in the NASP domains listed earlier in this document. We then, in the next section, show the ways that the program in general (classes, faculty, practicum and internship sites, etc) are monitored and evaluated and how this data is then used to improve program quality.

Overview of Student Evaluation in the Program

The LC School Psychology Program employs a systematic evaluation of candidates as they engage in and complete coursework, extracurricular assignments, practica, and internship during the three-year program. This systematic evaluation of candidates is reflected in the following criteria:

Demonstrated competence in coursework and NASP domains

Successful completion of the curriculum and courses detailed in this handbook are required for successful completion of the 63 semester hour, Educational Specialist Degree program at Lewis and Clark. This includes successful completion of course assignments and receiving a grade of “B” or better (or “credit” where applicable) in each course listed in the student’s program plan. Each course in the program is designed to help the student gain competence in the domains of training and practice detailed by the National Association of School Psychology (NASP). These domains are addressed in each course syllabus and assessed throughout each course so that clear student attainment of these domains can be demonstrated in work and deed throughout practica and internship. A full description of the NASP domains and links to program curricula is detailed in this handbook.

Demonstrated competence in Practica and Internship

Successful completion of all aspects of program practica and internship are also required for successful completion of the 63 semester hour, Educational Specialist Degree program at Lewis and Clark. This includes successfully completing assignments as detailed in both the First Year Handbook, the Practicum Handbook and the Internship Handbook online. A key aspect of success in the practicum and internship is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that practicum and internship students have on services to children, youth, families, and other consumers.

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Successful development and evaluation of Professional Development File

Successful completion of the program for students also involves an ongoing process of creating and maintaining a School Psychology Professional Development File (SPPDF) as well as being evaluated on the contents of this file each year in the program. The SPPDF is composed of two sections : 1) Portfolio and, 2) Resources. The SPPDF is initially developed and evaluated in the first year of the program (in CPSY 507 and 508: Introduction to School Psychology), further developed and evaluated during the second year in the program (in CPSY 585: Practicum in the School Psychology) and completed with a final evaluation in the third year of the program (in CPSY 586: Internship in School Psychology). The contents of the SPPDF over the course of the three year program are detailed below:

SPPDF Part 1: Portfolio file contents

First Year

Program Plan from Program Handbook, Form 1
Updated resume and letters of reference
Forms 1-6 from First Year Handbook:
Syllabi from CPSY 507/508
Assignments from CPSY 507/508
Documentation of extra training (e.g. inservices, conferences, etc).

Second Year

Updated resume and letters of reference
Forms 1-13 from Practicum Handbook
Syllabi from CPSY 585
Assignments from Practica
Documentation of any extra training.

Third Year – NASP Portfolio

Updated resume and letters of reference
Forms 1-11 from Internship Handbook
Syllabi from CPSY 586: Internship.
Documentation from extra training, work samples, groups led, notes from parents, and so forth.
Documentation of Professional Liability Insurance
Documentation of ORELA, Praxis I, and Praxis II

SPPDF Part 2: Resources file contents

Topical Files – You will include a separate file on each topic (such as Parent Communication, Divorce and Children, Handicapping Conditions, Anxiety in Children, Behavior Management). Include articles, handouts, and classroom information on each topic.

Resource Sites: You will develop a management system for local resources. For instance: Resources for Families, Academic Resources for Adolescents, Hotline Numbers for Suicide or Crises, Special

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Institutions/Agencies for Children and Adolescents. Include a brochure or other information from each program; include contact information.

Individual References: You will develop a list of private practitioners that you respect who are available to work with children/adolescents. Include contact information.

Successful completion of School Psychology (SP) Forms

A complete list of program requirements detailing the experiences, evaluations, coursework, and forms that each student must complete before Lewis and Clark College is able to grant a degree and recommend a student to the state for licensure and to the National Association of School Psychologists for certification can be found in the School Psychology Handbooks. Successful completion of the contents and processes detailed in the SP Forms contained in the appendix of the four online handbooks (Program Handbook, First Year Handbook, Practicum Handbook, and Internship Handbook) is also required for successful completion of the program. Each of these forms demonstrates that the student has successfully completed significant portions of the program. Each successfully completed SP Form allows the student to move to the next level of the program and training. Each SP Form must be completed in a timely manner as described in individual advising sessions and in courses throughout the program. Successful student completion of the complete set of SP Forms demonstrates that the student has accomplished all curricular and extracurricular aspects of the program that leads to positive recommendation of the student to the state for licensure.

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Counseling Psychology Departmental Policy and Procedures

There are several policies/practices that have bearing on life as a student in the Department of Counseling Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in *The Navigator*. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Counseling Psychology Department Mission Statement

The faculty and staff of the Department of Counseling Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

The faculty and staff of the Department of Counseling Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

Program Standards

Students enrolled in all programs in the Department of Counseling Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the

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codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix/ SP Handbooks. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling-Addictions program must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Student Review Process

If a faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential *academic* or *disciplinary* action, an Academic Review Panel and/or a Student Conduct Review is completed. Please note that, while the process is termed a conduct review, the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

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A Student Conduct Review is conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context. Student Conduct Reviews include the following steps:

1. The faculty member who has identified the concern will request a Student Conduct Review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined in the Graduate School Navigator and relevant Program Handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Student Conduct Review.
2. The Program Director will schedule a Student Conduct Review meeting to discuss the concerns raised by the faculty member. Student Conduct Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person to support her/him; this person can be another student, a faculty member, or a professional from the student's field placement. The committee gathers and reviews pertinent information concerning the issue. The committee meets with the student to apprise him or her of the concern about conduct or performance. During the meeting, the committee offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the Student Conduct Review meetings, the panel will meet in her or his absence and will retain the authority to make decisions regarding the student's future in the program.

3. The possible outcomes of the Student Conduct Review include: a written response from the student indicating her or his understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Student Conduct Review; and dismissal from the program. If the student is allowed to continue in the program the committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

4. Students may submit a written appeal of the decision made by the Student Conduct Review Panel to the CPSY department chair within two weeks of the panel's decision. If no appeal is received during the

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two weeks following the Student Conduct Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress and Performance Policy

According to Graduate School Policy, students enrolled in degree programs must maintain a B average (3.0) and may not receive any grades lower than B- to be considered making satisfactory academic progress. Students must also receive no 0s in any area on the Professional Qualities Evaluation / Professional Standards form (see Appendix). Students who do not meet the standards for satisfactory academic progress will be notified and an Academic Review Panel will be convened.

Academic Performance Standards

Successful completion of coursework in CPSY department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix/ SP Handbooks). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, and interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure understanding of program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an Academic Review Panel in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

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Academic Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person for support; this person can be another student, a faculty member, or a professional from the student's field placement. The faculty on the panel will act in an advisory capacity to the program director, who will communicate her or his decision in writing to the student within two weeks of the meeting. If no appeal is received during the two weeks following the communication of the decision made by the program director, the decision of the panel will be considered accepted by the student. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

A student may contest decisions related to the outcome of the Academic Review Panel. To appeal any decision that is not dismissal from the program, a student initiates the appeal by submitting a written request to the department chair within two weeks of the Academic Review Panel's decision. The department chair then has two weeks to respond in writing to the student's appeal.

In cases where a student wishes to appeal the decision of the department chair, or in cases where the student wishes to appeal a decision to dismiss her or him from the program, a written appeal may be submitted to the dean of the Graduate School within two weeks of the chair's decision. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Grading Policy (From the Navigator)

Once a grade is recorded, it is permanent. Unless an instructor agrees to approve a grade change or the grade is successfully appealed, no grade will be changed except to correct a clerical or computational error. In the event the instructor agrees to approve a grade change or an appeal is granted by the department chair or dean, a Change of Grade form explaining the reason(s) for the change must be submitted. No grade may be changed after one year from the date of issuance. No course level may be changed after a course is graded or the term the course is offered has ended.

Under special circumstances, and only with the approval of the course instructor and the student's advisor, courses offered only for a grade may be taken on a credit/no credit (CR/NC) basis. Credit will be awarded only if the work is equivalent to a grade of B or better. No more than 10 semester hours of coursework taken on a CR/NC basis may be applied toward the completion of a graduate degree, licensure, or endorsement. This limitation does not apply to required coursework that is offered only on a CR/NC basis.

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Appealing a Course Grade

If a student has a concern about the final grade given in a course, the student should first attempt to resolve the issue with the instructor in the course. A student's academic advisor may provide support in this process, clarifying issues and facilitating discussion. If the matter remains unresolved in discussions between the student and faculty member, the student may then elect to meet with the program director. If the student feels the matter has not been satisfactorily resolved at this level, she or he may submit a formal written appeal to the chair of the department. This appeal must be submitted within one month of time at which the final grade is issued. The department chair will respond within three weeks of receiving the appeal.

Changing Programs

Students who prefer to pursue a degree or certificate in another program within the CPSY department may follow one of these procedures:

- If a student is enrolled in any of the department's programs and wishes to pursue another program instead, the student should submit a letter, using the Degree Program Change Request form as a cover sheet, to the CPSY office explaining the reason for the program change. This is given to the student's current program director and to the director of the program the student hopes to enter. Separate meetings with both program directors are usually required. The relevant program team will consider the request and inform the student of their decision. No new application fees are required.
- If a student is admitted and is taking classes toward a Master's in Professional Mental Health Counseling and has selected, for example, a child and family focus and then wishes to shift to an adult-only focus, that student must meet with his or her advisor to make the necessary changes in plans for future coursework.
- Students do not have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum, with the exception of changing to the Psychological and Cultural Studies Program.

Students may also refer to the "Changing or Adding Programs" policy in the Navigator.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request (see Consent to Release Educational Records, App. A). See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA)

Getting Help From the CPSY Office

The Department of Counseling Psychology is located in Rogers Hall on the graduate campus. Office hours are from 9:00 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

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The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials (please see below), internships, the degree application process, etc. Students may also make appointments to see professors through staff members. Staff do not advise students. It is best to see advisors for questions related to what courses to take and when.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and she or he will be sure that the professor receives it.

Students are encouraged to frequently check the boards that are located in the hallway just outside the office. Listings are posted there regarding internship sites, student meetings, and potential jobs. This is a great source of information and department news.

Checking Out Test Materials and Instruments

Although the Counseling Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in Introduction to Assessment CPSY 532 or School Psychology Assessment/Intervention Courses CPSY 540, 541, 542, or 543. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines were instituted in June 2009:

- All tests must be properly checked out and checked in by a staff member in the Counseling Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student

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will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Digital cameras and camcorders:

Mini digital video cameras in the CPSY office are for faculty use only. Students may check out flip cameras through the graduate school's administrative services office. The policy/procedure for this is as follows

Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 3pm to 6pm in Rogers Hall 214.

Since these cameras are in high demand, we ask that faculty email gradloaner@lclark.edu as far in advance as possible if your entire class will have an assignment requiring the use of these camcorders, and we will try to accommodate your request. Remember that Instructional Media Services also checks out equipment to students.

Student Resources At Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program, which include:

- The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at <http://www.lclark.edu/graduate/publications/>.
- The Graduate Registrar's website, <http://www.lclark.edu/graduate/offices/registrar/>, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

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Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the program's internship/practicum coordinator. Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Problematic Classes

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Criminal Background Check

The School Psychology program is responsible to ensure that ethical guidelines are followed regarding the protection of clients. One critical aspect of this responsibility is reflected in the program's requirements for all students to obtain criminal background checks prior to beginning field placements and clinical work. Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant's or the student's ability to be admitted, start clinical training, or continue with clinical work.

Unlawful Conduct While Enrolled in the Program

Because any charges or convictions of unlawful conduct can affect a student's access to practicum and internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

Pre-Admission Background Review Requirements

Applicants to the School Psychology program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide a FBI background check as part

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of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

Life as a Graduate Student: Personal and Professional Development

We encourage you to recognize that learning to be a helping professional is different from becoming a computer programmer, a historian, or even a performing artist. As a helping professional you are assuming responsibility for significantly affecting the lives of the people who come to you. Helping professionals are licensed by the state mainly to provide a way to insure that they are qualified to intervene in the lives of their clients and are subject to continuing oversight regarding the competence and ethical quality of their practice. As a result, success in a graduate program involves much more than passing academic courses. It involves learning and demonstrating qualities of balance and increasing maturity of judgment based on an expanding body of expert knowledge and professional skills.

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment.

The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of her or his relationships and impact on others.

You and Your Advisor

One particular area where viewing yourself as a professional in preparation can make a significant difference is in your work with your advisor. Developing your program of study with the help of your advisor, monitoring your progress, making adjustments as needed, and seeking support and guidance for problems and for charting your course are all key parts of that relationship. Your advisor is the program's personal representative to you. Your dialogue with your advisor is the place where you and the program carry out essential parts of our relationship. Your conscientious attention to this relationship and work is part of your agenda of professional development, learning how to relate to and work with a complex human system that can serve you and add substantial value to your life if you play your part in that relationship.

Upon full admission to the program, students are assigned an advisor. Advisors are assigned based on the number of advisees the faculty members already have, and sometimes on the basis of a matching of special areas of interest.

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Meeting with your advisor is critical to moving toward and beyond the first semester of your program. Group advising may give you enough guidance to enroll in your first semester courses, but often individual appointments are critical at that time. After the first semester they are essential. Advisors want to help you tailor your program to your individual goals, to help you develop a realistic schedule of course enrollments, and inform you of ways you can make the most of your experiences as a developing professional.

You will be required to complete a plan for your degree program during your first semester. You should review your program plan with your advisor at least once a year. Failure to do so can lead to unintended problems in scheduling courses and completing your program as you hope. If you need to consider changes in your plans, you can do so. You are not required to follow the plan with no changes, but changes need to be made and approved by your advisor.

After getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, you can change to another advisor within your program. You can do so without submitting any explanation. We want you to have the best working relationship you can have. We also ask that you make such changes with the recognition that too many changes for trivial reasons can unbalance the advising work load of faculty members to the detriment of students.

Being a Student

Pursuing graduate studies in the helping professions has distinctive qualities that make this learning different from other undergraduate or graduate education. Here the emphasis is not only on mastering a body of knowledge and theory, but on developing, demonstrating, and documenting your competence and ethical reliability in applying this knowledge and theory in work with clients. Specific skills and competencies are required to become an effective helping professional. Those are the focus of attention in courses that emphasize structured experiential learning. Most of this learning involves interpersonal judgment and communication effectiveness. Personal qualities of reasonable balance in one's temperament, responsibility in carrying out assignments, understanding and respect for the mutual obligations of client and professional relationships, and willingness and ability to accept and learn from feedback are also critical.

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

Disability Services

The faculty offer educational and professional preparation experiences of the highest quality. One of the faculty's commitments is to extend that experience to qualified students who have disabilities. The Student Support Services Office, located in the Templeton Student Center, is a resource for students

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with disabilities. A variety of services are available through this office according to the particular needs of each student.

Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Additional information on the rights of students with disabilities and documents containing the Student Disability Policy and Grievance Procedures are also available from this office.

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Graduate School Policies and Procedures

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, The Navigator, on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with. Many of these policies can also be found in the Graduate School catalog (also online), along with course descriptions and program requirements. Both publications also contain information about resources for students, ranging from academic calendars, to writing assistance, to career and licensing support.

The Navigator handbook includes academic policies, such as:

Academic Integrity

Appeal Review (appealing decisions related to academic standing)

Modification of Academic Requirements

Registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Transferring or Adding Programs
- Grading Policy and Grade Change Policy
- Repeated Courses and Grades
- Degree Candidacy

And College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Other Drugs Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment and Complaint Procedure
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Student, Involuntary Administrative

Every student is expected to know and comply with academic rules established in the Navigator and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

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Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, he or she should refer to the “Discrimination and Harassment” policy in the Navigator.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of his/her performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should follow the procedure explained in the “Grade Change” policy in The Navigator.

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PROGRAM HANDBOOK APPENDIX OF FORMS

SP Program Form 1: Program Registration Approval

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SP Program Form 1: Program Registration Approval

Student Name _____

Email @lclark.edu _____ Phone _____

Welcome to the School Psychology Program! School Psychology students must attend one group advising session in the summer prior to starting the program with their advisor. Please sign-up for a group advising time by consulting with office staff (503-768-6060). During the group advising session, the following topics will be discussed and you will receive approval for registration in CPSY 507: Introduction to School Psychology.

1) School Psychology Program Online Handbooks

The four School Psychology Program Handbooks are posted on-line. These handbooks include: Program Handbook, First Year Handbook, Practicum Handbook, and Internship Handbook. The student is responsible for reading and being prepared to discuss them in CPSY 507 and for maintaining up-to-date copies of each handbook.

2) Graduate School Core Requirements

The Graduate School Core Requirements include attendance at the Fall Convocation and 2 credits of Core classes to be taken at some point before School Psychology Internship. Core represents a set of experiences through which students from all graduate school programs meet and learn together.

3) School Psychology Program Overview

At this meeting, we will provide an overview of the required courses through the program (as listed on the purple Course Sequence sheet). We will also discuss the experiences, evaluations, coursework, and forms that each student must complete before Lewis and Clark College is able to grant a degree and recommend a student to the state for licensure and to the National Association of School Psychologists for certification.

4) School Psychology Program Plan

The Program Plan is an agreement between the student and the advisor as to when the student will enroll in each of the classes needed for the program. This Program Plan, once completed, can be changed or modified at any time, but only through a meeting between the student and the advisor. Please bring a copy of this form to the CPSY office to turn in with this signed form.

Student's Signature _____ Date _____

Program Advisor's Signature _____ Date _____