SCHOOL PSYCHOLOGY (EdS)
UNIVERSITY *of* WASHINGTON | TACOMA
School of Education

Ed.S. School Psychology

Graduate Student Handbook

2023-2024

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Introduction

Welcome to the School Psychology Educational Specialist (Ed.S.) Program at the University of Washington Tacoma (UWT)! We are excited to have you join our community and this new program! This program prepares school psychologists who are scientist-practitioners and effective agents for change in today's schools.

In this program, we explicitly foster an environment in which diversity is viewed as an asset throughout all coursework and field experiences. UWT Ed.S. candidates will be prepared to promote social justice through pluralistic models of proactive service delivery and social action. Rather than relying on traditional, reactive models of practice (e.g., roles that focus only on student testing and special education categorization), this program inspires innovation and promotes effective prevention and healing of problems that plague our communities, including mental health problems, school violence, racism, oppression and inequities. Candidates will be prepared to effectively partner with culturally, economically, and racially diverse school communities.

This program was fully approved by the Washington State Professional Education Standards Board (PESB) on January 22nd, 2021 and approved for candidacy by the National Association of School Psychologists (NASP) on July 1, 2021.

This handbook provides important information about program expectations, the School of Education (SOE), the University of Washington Tacoma (UWT), the University of Washington (UW) Graduate School, and the field of school psychology. This handbook is to be used in companion with the *UWT School Psychology Practicum and Internship Handbooks*. You are expected to read these handbooks thoroughly and make good use of the resources provided.

Upon successful completion of the coursework and field experiences included in this program, including obtaining a passing score on the Praxis II in School Psychology, you will receive an Ed.S. degree and a recommendation from UWT for the Washington State Educational Staff Associate (ESA) certificate in School Psychology.

We look forward to our work together!

UWT Ed.S. School Psychology Program Conceptual Framework

The UWT School Psychology program is built on a progressive framework that is centered on systems of prevention, equity, and mental health, and its foundations are the 2020 NASP standards. The UWT School Psychology Program prepares school psychologists who promote value and work for equity and diversity, and promote the empowerment of students, teachers, colleagues, and families at all levels of service delivery. The program draws from progressive mental health (e.g., social emotional learning) and ecological theories of change (e.g., multi-tiered systems) that emphasize equity, strengths, proactive problem solving, and the elimination of structures of oppression in schools. This program prepares school psychologists to be reflective scientist-practitioners and effective leaders of change at the levels of the individual, group, and system. This program emphasizes equity-centered practices that are high impact and proactive, including engagement of diverse school personnel across diverse roles, families, community agencies, and P-12 students.

This program was carefully developed over the course of seven years. In developing this program, we partnered with regional, community and educational leaders including other School Psychology programs in the Pacific Northwest, practicing school psychologists and district administrators (e.g., special education directors) in our State and region. We repeatedly obtained their feedback, perceived priorities, recommendations, and insights through surveys, advisory board meetings, and discussions. We used their feedback to guide the development of this program, and we continue to seek and use their feedback to refine this program. We continue to engage with educational leaders and practicing psychologists in our region, we hold at least three Professional Educators Advisory Board (PEAB) meetings each year, and we engage with State and National School Psychology organizations to keep current and stay abreast of current research and practice.

This program addresses timely issues that are garnering the concern and attention of the field nationally and regionally, such as mental health struggles, inequities, and healing trauma. Increasingly, students in our nation and in our communities have a growing need for culturally responsive mental health supports, as evidenced by upticks in anxiety, depression, and suicide. Economic pressures, health concerns, social isolation, trauma, substance abuse, and other abuses occurring in the home are just a few of the challenges for our communities. School psychologists prepared by this program will be well-positioned to engage with and meet these needs of our communities. They will be well-prepared to support diverse children and families in the post-2020 era, as schools continue to support their communities in processing collective and individual trauma/PTSD and navigate through the COVID-19 pandemic.

Our program's goals and philosophy are clearly aligned to the School of Education's conceptual framework to: "prepare ethical and reflective educators, practitioners, and leaders who transform learning, engage with communities, exemplify professionalism, and promote diversity."

The framework and philosophy are salient throughout the curriculum and field practices. This includes coursework, course learning objectives, and assignments measuring the learning objectives. All are developed according to the current NASP standards, adding an additional layer of alignment, coherence, and quality assurance.

Student Learning Goals and Outcomes
Ed.S. School Psychology student learning goals and outcomes include the 10 Practice Domains (referenced below and here: https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice) set forth by the National Association of School Psychologists (NASP) and the Washington State Professional Educators Standards Board (PESB) pursuant to RCW 28A.410.044 (https://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.044). This program is built on a progressive framework that is centered on systems of prevention, equity, and wellbeing. This program focuses on the application of antiracist and decolonizing practices that emphasize strengths and confront structures of oppression in schools. We prepare school psychologists who:

1. engage in collaborative, empowering practices and partnerships with students, families, educators, and school communities;
2. value, promote, and advocate for equity, inclusion, and social justice;
3. deliver culturally responsive, trauma-informed, healing-focused services;
4. provide and support culturally responsive assessment & intervention; and
5. establish, lead, and maintain effective multi-tiered systems of support (MTSS), including effective academic, social, emotional, and behavioral supports.

School Psychology Student Voice
Throughout this program, you will be provided multiple opportunities to share your voice, feedback, and insights. This includes course evaluations, student evaluations of supervisors, program feedback surveys offered each quarter, and focus group discussions during select class meetings and program meetings. Additionally, you will have the opportunity to provide summative feedback at the completion of the program through our program survey for graduates. At least three times per year, program faculty review this feedback and make program adjustments accordingly.

Why School Psychology?

School psychologists provide direct and indirect psychological, behavioral, and academic support to students and their families. They use their training and skills to collaborate with families, educators, and mental health professionals within school systems to provide comprehensive and appropriate support to students. School psychologists are often seen as leaders within their schools because of their wealth of experience and range of services offered.

Graduates of Ed.S. programs in School Psychology typically find employment in PreK-12 settings, but may also work in universities, private or charter schools, and mental health settings. The need for school psychology programs and school psychologists is substantial and predicted to increase at both the national and regional level. The occupation of School Psychologist was rated as #2 on the Best Social Services Jobs in 2020 list from the U.S. News & World Report.

Click here to find out what the National Associate of School Psychologists (NASP) has to say about the field of school psychology: https://www.nasponline.org/about-school-psychology

Domain 1 Data-based Decision Making
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Domain 2 Consultation & Collaboration
School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Domain 3 Academic Interventions & Instructional Supports
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4 Mental & Behavioral Health Services and Interventions
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and implement and evaluate services that support socialization, learning, and mental health.

Domain 5 Schoolwide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Domain 6 Services to Promote Safe and Supportive Schools
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered

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

Domain 7 Family, School, and Community Collaboration

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

Domain 8 Equitable Practices for Diverse Student Populations

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

Domain 9 Research & Evidence-Based Practice

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

Domain 10 Legal, Ethical, & Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice.

UW Tacoma School Psychology Professional Work Characteristics

In this program, we adhere to the 5 domains of Professional Work Characteristics at all times—from admissions to graduation. We agree to carry them into the workforce.

Commitment to Equity & Justice
Demonstrate respect and value for human diversity
Demonstrate cultural humility
Demonstrate a willingness to engage in continued learning in this area
Engage in ongoing and critical reflection
Demonstrate an awareness of positionality and power
Take responsibility for both the intent and impact of our statements & behaviors
Share space in conversations
Demonstrate advocacy skills for students who are BIPOC (Black, Indigenous, and People of Color) and those marginalized

Interpersonal Skills
Communicate effectively with others
Collaborate effectively with others
Demonstrate effective, transformative leadership skills
Demonstrate effective conflict management

Intrapersonal Skills
Engage in ongoing self-reflection.
Demonstrate self-awareness
Use effective methods for regulating stress and other strong emotions
Demonstrate initiative
Demonstrate adaptability
Demonstrate patience
Demonstrates a willingness to do your best and to keep trying

Professional Behaviors & Characteristics
Demonstrate reliability and dependability
Demonstrate accountability and responsibility
Demonstrate receptiveness to feedback
Work to develop professional identity and autonomy

Ethical Decision-Making
Demonstrate integrity

Demonstrate sound reasoning
Demonstrate respect for confidentiality
Engage in effective self-care

The Ed.S. School Psychology Program is administered and housed through the School of Education (SOE). The program is supported by a faculty director who is a member of the full-time faculty in the SOE. The program director reports directly to the Dean of the SOE. The program director has accountability to the other faculty in our shared-governance environment on matters related to admissions and program requirements including assessments, fieldwork, maintaining the quality of the entire curriculum, and partnerships. The faculty director leads the program's strategic initiatives and is part of the SOE's Leadership Team.

You will have opportunities to engage with SOE faculty in their research projects and scholarly pursuits. For instance, as part of Project UNIFY (Understanding Needs in Faculty & Youth), graduate students in this program work with faculty and community partners (e.g., Tacoma Housing Authority, Tacoma Public Schools) to facilitate focus groups with diverse secondary students and families/caregivers. Graduate students in this program are an integral part of data collection and analysis for Project UNIFY. Brief descriptions of SOE Faculty interests and areas of expertise are listed below.

Core School Psychology Program Faculty

Laura Feuerborn, Ph.D., NCSP, Professor, School Psychology Program Director
Dr. Feuerborn is a Faculty Fellow in Social Emotional Learning through the Office of Community Partnerships and a Nationally Certified School Psychologist with school psychology experience in the states of Washington, Oregon, and Illinois. Dr. Feuerborn's expertise includes social emotional learning, behavioral systems, and organizational change. She is a co-author of several SEL-focused programs, research articles, and books. Dr. Feuerborn is also a lead developer of tools that help schools mobilize staff and student voice to implement and sustain positive practices in social, emotional, and behavioral supports. Feuerborn currently partners with area school districts and teaches courses designated for the current program, including SEL, mental health, group interventions, consultation, and organizational change.

Kathleen Beaudoin, Ph.D., Associate Professor
Dr. Beaudoin has a Ph.D. in a related field of school psychology (i.e., educational psychology and special education) and is a current faculty member in the School of Education. Dr. Beaudoin holds school administrator certification and has worked as a classroom teacher in several settings, including self-contained settings for students with intensive and specialized needs. Dr. Beaudoin has over 25 years of experience in special education working primarily with youth with emotional/behavioral disorders. She received the Fulbright Scholar Award to work with general and special educators in the area of emotional/behavioral disorders at the University of Rijeka, Croatia. Her research interests center on working with educators to improve services for students with challenging behavior, and her teaching expertise includes functional behavioral assessment, behavior intervention, exceptionalities, law, and principles and practices of special education.

K. Kawena Begay, Ph.D., NCSP, Assistant Professor
Dr. Begay is a licensed psychologist and nationally certified school psychologist. She received her PhD in school psychology from an accredited program and completed a postdoctoral fellowship at the UW Autism Center. Begay has worked as a classroom teacher, school counselor, and school psychologist in diverse regions of New Mexico, Washington, and Hawai'i. Dr. Begay has provided clinical services and developed and conducted trainings all over Washington state. She has also served as a clinician and school consultant. Dr. Begay specializes in assessment and practice for students from culturally and linguistically diverse populations. Her research interests center around bringing effective, culturally responsive psychological services into school settings.

Dr. Miranda Kucera, Ph.D., NCSP, Assistant Teaching Professor
Dr. Kucera is a Nationally Certified School Psychologist with school psychology experience in California and Washington. Her professional interests include assessment practices for Deaf/Hard of Hearing students, supporting students with chronic health conditions, and equity practices for LGBTQ+ students and staff.

Program Staff:

Ashley Walker, M.Ed., Program Advisor: aew7@uw.edu
Eduardo Armijo, Ph.D., Certification Officer: armijoed@uw.edu
Tom Hathorn, Manager of Field Placements & Partnerships: thathorn@uw.edu

Other Faculty and Staff in the SOE

Rachel Endo, Ph.D., Founding Dean of the SOE, Professor
Scholarly Expertise: Asian/American education, bilingual education, critical/decolonizing approaches to multicultural education, immigrant/refugee education, intersectional realities (especially the intersections of gendered and racialized identities), transnational studies, and urban teacher education

Julia Aguirre, Ph.D., Professor, Faculty Director of the Teacher Certification Programs
Scholarly Expertise: Mathematics teaching and learning, teacher education and culturally responsive mathematics instruction

Gordon Brobbey, Ph.D., Assistant Professor
Scholarly Expertise: special education policy, pre-service special education teacher preparation, and special education teacher accountability and effectiveness. He is also interested in issues relating to how professionals and students from marginalized backgrounds navigate the K-12 and higher education systems.

Christopher Knaus, Ph.D., Professor
Scholarly Expertise: Examines how systems of intersectional oppression (racism, sexism, heterosexism, classism, islamophobia, and related interwoven oppressions) shape schools, districts, colleges, and ideas of learning that intentionally silence students, educators, communities of color and those who differ from presumed and violently enforced white middle class hetero norms.

Miranda Kucera, Ph.D., Assistant Professor
Scholarly Expertise: School Psychology/Critical Multiculturalism

Belinda Louie, Ph.D., Professor
Scholarly Expertise: Children's and young adult literature, English language learning, online instruction, faculty teaching, reading instruction

José Rios, Ph.D., Associate Professor
Scholarly Expertise: Science Education

M. Billye Sankofa Waters, Ph.D., Assistant Professor
Scholarly Expertise: Black storytelling/critical literacies, qualitative research methods, community praxis & liberatory education, Black feminism and critical race theory.

Matthew Weinstein, Ph.D., Professor, Faculty Director of the MEd for Practicing Educators
Scholarly Expertise: Intersections of science and education, popular and public cultures, and social movements and social justice

Sae Saem Yoon, Ph.D. Candidate, Assistant Professor
Scholarly Expertise: Critical K-8 Literacy Education

Staff
Eduardo Armijo, Data & Grants Manager, Certification Officer
Donna L.L. Braboy, Program Support Supervisor
Nicco Eblum-Tabanda, Administrative Assistant
Justin Gailey, Academic Advisor & Recruitment and Retention
Maria Hamilton, Director of Operations
Elizabeth Rangel, Academic Advisor & Recruitment and Retention
Ashley Walker, SOE Lead Academic Advisor, EdS Program Advisor

Affiliate Faculty
Bernard Anderson, Ph.D., Associate Vice Chancellor for Student Life
Michelle Montgomery, Ph.D., Associate Professor & Social and Historical Studies Vice Chair
Jennifer Preisman
Gerald Pumphrey, Ed.D.

Part Time Lecturers
The Ed.S. program includes several school psychologists practicing locally who serve as lecturers for specific courses throughout the program. We acknowledge two Part-Time Lecturers who have been exceptionally active and engaged throughout the development and launch of this program.

Dr. Barbara Gueldner, PhD, licensed psychologist, Nationally Certified School Psychologist, and endorsed as an IMH-E® Infant Mental Health Specialist

T.K. Beam, School Psychologist Puyallup School District

Ed.S. School Psychology Program Admission Requirements

The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Applications will be reviewed for admission when all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis. https://grad.uw.edu/admission/apply-now/

Attention International Applicants: Due to the part-time structure of some aspects of this program, we may be unable to admit international student with a F1 or J1 Visa.

Admissions decisions are based on holistic analysis, comprising five required components. If the reviewing faculty evaluates the file favorably, then the applicant is invited to participate in an interview with Ed.S. program faculty and practicing school psychologists from the community. The application file includes five areas of evidence that are evaluated individually and holistically. Some criteria are deemed more important than others; thus, a weighting process is applied to the scoring system that is used in the admissions file review scoring rubric.

Resumé/Vita
This program upholds the following five domains of professional work characteristics upon entry and throughout the program: *commitment to equity and justice, interpersonal skills, intrapersonal skills, professional behaviors and skills, and ethical decision-making.* Applicant resumés/vitas are reviewed for evidence of these professional work characteristics and program values (e.g., volunteering to promote social justice in schools; conferences attended on collaborative partnership work).

Personal Goal Statement
Applicants are given our program framework and values and then asked to offer their personal statement explaining (a) why they are seeking a degree in school psychology and (b) their reasons for selecting the Ed.S. School Psychology program at the University of Washington Tacoma. Their statements are evaluated based on the connections to the field and to this program and the quality and coherence of writing.

Letters of Recommendation
In the UWT Ed.S. School Psychology program, we value academic excellence, a strong commitment to equity and justice, interpersonal skills (e.g., clear communication, effective collaboration),

intrapersonal skills (e.g., reflection, adaptability), professional behaviors (e.g., reliability, ability to receive feedback), ethical decision-making, and sound reasoning. Applicants are asked to seek two recommendations from those who can offer a recent and professional assessment of their knowledge, skills, and behaviors in these areas (e.g., direct supervisors, professors). In addition to the two letters, recommenders are asked to rate the candidate in the following practice domains and work characteristics:

- *Academic skills & abilities*
- *Writing skills*
- *Leadership skills*
- *Communication skills*
- *Commitment to equity & inclusion*
- *Professional characteristics & dispositions*
- *Ethical behaviors & decision-making*
- *Reasoning skills*
- *Collaboration & interpersonal skills*
- *Reflection & self-understanding*

Writing Sample
Applicants are asked to submit a sample of their academic writing. This writing is evaluated for quality and coherence.

Interview
We evaluate the interview based on 5 domains created around our program values and work characteristics using the UWT School Psychology Program Admissions Interview Rating Form. We invite diverse school psychologists in the community to engage in this interviewing process and offer their feedback.

Bachelor's degree
A bachelor's degree from a regionally accredited institution is required.

3.0 Grade Point Average
GPA is calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

UW Graduate School application
When applying online, be sure to choose "Graduate" from the pull-down menu of application types. Then be sure to choose "Education - Tacoma (Ed.S. in School Psychology)" from the pull-down menu of graduate programs.

Unofficial transcripts
Unofficial transcripts from every college or university you have attended must be uploaded into the online application. If admitted to the program, one official transcript from your master's or bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

Important immunization information
All enrolled students are required to provide proof of immunity. Students will not be allowed to register for any classes until the UW Tacoma Registrar's Office confirms that they have satisfied this requirement. Students born before 01/01/57 are considered to be immune and therefore do NOT need to submit proof of immunity. https://www.tacoma.uw.edu/uwt/registrar/newly-admitted-students#permalink-16114

Other special requirements
- All students are required to successfully complete fingerprinting and a pre-residency clearance prior to the end of the first year and possibly again prior to internship.
- Students must complete a 10-hour online course on Child Abuse Prevention and Mandatory Reporting prior to practica. There is a fee associated with this course.
- Before completing their internship, students must pass the School Psychology Praxis Exam II 5403 with a score of 155 or higher.

Program Outcome
Upon graduation, it is expected that students will be well prepared to effectively serve the role of school psychologists and obtain initial certification (Educational Staff Associate) as a school psychologist in the state of Washington. The degree granted is an Educational Specialist (Ed.S.) degree in school psychology.

School of Education

The mission of the University of Washington Tacoma School of Education is to prepare ethical and reflective educators and leaders who transform learning, contribute to the community, exemplify professionalism, and promote diversity.

Our mission draws from our core values of knowledge, collaboration, professional excellence, reflection, diversity, and justice. We aim to cultivate change-agent educators, leaders and advocates that work to disrupt and dismantle systems of oppression within educational structures and systems.

The School of Education's values are consistent with the campus mission– *UW Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery*. We embrace UW Tacoma's core values of excellence, community, diversity, and innovation.

Mission
The mission of the University of Washington Tacoma's School of Education is to prepare ethical and reflective educators and leaders who transform learning, contribute to the community, exemplify professionalism, and promote diversity.

Conceptual Framework
The conceptual framework for preparing ethical and reflective educators who transform learning, engage with communities, exemplify professionalism, and promote diversity establishes the shared vision of the University of Washington Tacoma's School of Education. This vision draws from our

core values of knowledge, collaboration, professional excellence, reflection, diversity, and justice. It provides direction for our efforts to prepare culturally responsive and inclusive educators to effectively advocate for and educate youth in P-12 schools. The framework guides the development of the curriculum in our programs leading to initial certification, advanced preparation of teachers, and the licensure of school psychologists, administrators, and superintendents.

The conceptual framework of the School of Education is consistent with the campus mission—*UWT educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.* We embrace the UWT core values of *excellence, community, diversity, and innovation* as we review, reflect upon and revise our various program offerings to meet our mission of preparing ethical and reflective educators. Our collaboration among faculty, staff, candidates, and our local education and community partners (e.g., Professional Educators Advisory Board or PEAB members, classroom teachers, educational administrators) informs and validates our framework.

Philosophies, Purpose and Goals
We believe that teaching and leadership are processes informed by empirical research, theory, professional codes of ethics, and a philosophy of advocacy and social action. As such, to implement the conceptual framework we considered the relations among the knowledge, dispositions, and skills identified by scholarship and supported by professional organizations as essential for the effective educator and leader. Our programs reflect the national standards including The Next Generation Science Standards, Common Core State Standards, TESOL Pre-K-12 English Language Proficiency Standards, Interstate School Leaders Licensure Consortium standards, Washington State Professional Educators Standards Board standards, National Association of School Psychologists standards, American Association of School Administrators standards and the Standards for Preparation and Certification of Special Education Personnel as advanced by the Council for Exceptional Children. We promote our program values through rigorous, coherent curricula that address the standards, skills, and knowledge needed by professionals to eradicate institutional inequities and transform schooling environments that partner with communities and families to strengthen student academic and socio-emotional learning. University coursework is thoughtfully delivered in line with carefully sequenced field and classroom experiences. Reflection on the interconnection of university coursework and public school experience supports the intent of our mission of preparing ethical and reflective educators.

School of Education faculty have defined specific objectives to be met by all graduates of the UWT School of Education. These objectives articulate our core values regarding knowledge, service, professional excellence, reflection, diversity, and justice. We seek to create educators who are able to
1. Integrate theory, research, ethics, and experience to implement best practices in leadership, assessment, instruction, and classroom management;
2. Develop an integrated philosophical framework that clarifies and guides educational practices;
3. Develop the dispositions, knowledge, and skills to collaborate in professional learning communities;
4. Demonstrate strategic decision making for the betterment of the students, classrooms, families, schools, and communities; and
5. Develop reflective practice that addresses the complexity and strength of race/ethnicity, class, culture, language, genders, sexualities, age, mental/physical ability, and religion.

Values
Our framework draws on theory, research, professional norms, and practical wisdom to guide our practices.

Knowledge
At the core of our work is the value of producing and engaging with scholarship. Our embrace of knowledge as a component of our values means we view our candidates, and guide our education professionals to view themselves, as intellectuals. The knowledgeable educator is informed by philosophy, ethics, empirical research, and theory. We model practices informed by research and theory in our university classrooms for candidates so that they, in turn, demonstrate these connections in their educational practice. Candidates are engaged in university classes that model multiple instructional strategies, incorporate a range of assessment procedures, and effectively use technology. We utilize research-based teaching strategies including equity pedagogy that support and connect to the needs of a diverse society and methods that provide for a safe anti-bias learning environment.

In our preparation of teachers and educational leaders, we emphasize strong content knowledge, a range of effective pedagogical and leadership practices, knowledge of leadership and multiple methods of assessment. We emphasize developing inclusive environments that meet the instructional, cultural, linguistic, and social/emotional needs of all learners. We demonstrate instructional design methods that are standards-based and multidisciplinary across content areas of social sciences, mathematical, scientific, aesthetic reasoning and leadership. We model culturally responsive instruction and leadership that facilitate candidates' abilities to affirm and leverage students' funds of knowledge (i.e., personal, cultural, and community assets) in schooling policies and practices.

Collaboration
In fostering an ethic of collaboration that eradicates inequities and promotes diversity we guide our candidates to conceive education as a broader and more engaged praxis. Collaborative educators partner with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote a more just and equitable education. These educators build connections to the broader school site as well as to community agencies and community organizations in a collective effort to advocate for justice and solve problems. We support educational leaders in thinking systemically and demonstrating effective, ecologically framed problem-solving skills in working with multiple constituencies to address current issues, eradicate institutional inequities, advocate for justice, and to plan for the future.

Professional Excellence
We seek to develop educators who embody professional excellence which encompasses attitudes, communication, and behaviors, maintaining high standards for themselves and their students. Faculty and candidates value knowledge and embrace a commitment to ongoing growth and learning. This growth is shaped by research, theory, community engagement, and professional organizations. Beyond this, professional excellence means we view our teaching and leadership as an ethical act. Finally, in our own organization we seek to make strategic decisions for the

betterment of communities and classrooms based on our understanding of challenges in the classrooms and evidence gathered in the schools.

Reflection
Reflective educators revise their practice based on experience, theory, assessment, diversity, justice, professional ethics, and legal and policy issues. To reflect means to see practice through the lenses of knowledge of the historical, economic, sociological, philosophical, and psychological foundations of education. Reflection is examining assumptions, engaging in self-questioning and critique, and analyzing actions as a means to improve professional practice. We train educators both to draw on research and to conduct research to guide their professional practices and create a continuous cycle of improvement. We strive to position educators in a complex cycle of knowledge production: their work informing our own at the university, and our work (and the work of our respective fields) informing daily educational practice.

Diversity
Educators who value diversity are effective in creating all-inclusive learning environments, in which diverse students and their families are valued and respected. Within our program, diversity encompasses, but is not limited to: culture, race, gender, class, language, abilities, socioeconomic status, religion, and sexual orientation and family structures. Through coursework and field experiences, candidates are encouraged to engage in personal and professional reflections in order to identify, understand, and strategize around the differences in intersections of their own upbringing and beliefs, as compared to their professional experiences as educators working with diverse populations. In line with precepts of equity pedagogy, candidates are taught to learn about and from their students and their families, as well as engage in continued professional growth, as approaches towards developing culturally responsive pedagogy and leadership. Candidates are taught to examine and dismantle power relationships that marginalize youth and families as well as develop the communication and relationship skills necessary to cultivate strong family engagement based on trust and respect within and beyond the school community.

Justice
Finally, we value justice in our own work and the work of our candidates. Educators who embrace justice value and enact systems of inclusion, participation, and fairness. This means that candidates understand the ways that historical and emergent disenfranchisement affects schools, and the ways that schools can act to further such exclusions and oppressive structures. These oppressive structures are both historical as well as emergent, organized around ethnicity, race, culture, class, gender, citizenship, cognition, and corporality as well as deriving from degraded ecologies, asymmetric globalization, and hierarchic socio-technical systems. Our educational work is integrally about eradicating oppressive practices and fighting for fairer social, political, economic, and ecological systems. We assist candidates in maintaining current knowledge of educational law and policy. Candidates learn to become political advocates for bettering the education of students including engaging in teaching and leadership practices that advance fairness and improve the lives of students in and out of schools.

School Psychology Directory

Location: WCG 324 Main Office: 253-692-4430   Central Email: uwted@uw.edu

Office Hours: 9:00am – 5:00pm, Monday through Friday

Full-time EdS Faculty

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University of Washington Tacoma

Founded in 1990, UW Tacoma is an urban-serving campus located in downtown Tacoma, Washington. Just under 5,000 graduate and undergraduate students are currently enrolled across diverse academic programs. UWT is also part of the UW tri-campus system, which means that several aspects of our operations and policies are driven by system processes or requirements (especially around curriculum, HR/personnel policies, promotion and tenure requirements, etc.). However, our campus has its own Chancellor, seven Vice Chancellors, and seven academic deans. UW Tacoma thus operates semi-independently from the UW and has various local processes around budget, curriculum approvals, etc.

UW Tacoma is an urban-serving university providing access to students in a way that transforms families and communities. UWT impacts and informs economic development through community-engaged students and faculty. UWT conducts research that is of direct use to the local community and region. Best College Reviews included UW Tacoma on a list of the 50 most diverse colleges in the nation.

Vision
The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all local communities.

Mission
As an urban-serving university, UWT:
- Expands access to higher education in an environment where every student has the opportunity to succeed
- Fosters scholarship, research and creativity to address the challenging problems of the current time and place
- Partners and collaborates for common good
- Catalyzes the economic and social vitality of the region

Values
The University of Washington Tacoma values:
- Excellence
- Community
- Diversity
- Innovation
- Access

The UW connection
UW Tacoma is one of three campuses that make up the University of Washington: the 160-year-old Seattle campus, and the Tacoma and Bothell campuses, both founded in 1990. We offer many of the same educational qualities as our sister universities — a vibrant campus setting; top-drawer faculty known for their teaching ability; a rigorous, interdisciplinary curriculum; and high standards of social responsibility.

Students
UW Tacoma's diverse student body includes a broad range of ethnic and family backgrounds, ages, interests and experience. More than 80 percent of students transfer to UW Tacoma from one of the many community colleges in the area or from other universities. Freshmen from high schools all over the Puget Sound and beyond make up a growing portion of students. Add to the mix students who are returning to school after years away, military personnel and their families, and professionals working on new career goals. Our students create a kaleidoscope of perspectives crucial to learning.

Learning
Education at UW Tacoma happens both in and out of the classroom. Our size means students have the opportunity to work one-on-one with faculty on research and service projects. This approach helps reinforce key concepts and provides students with practical experience they need to launch their careers.

Community
UW Tacoma is an urban-serving university, closely linked with Tacoma and the South Puget Sound. We're a member of the Coalition of Urban Serving Universities, a network of public, urban, research universities committed to creating an educated workforce, building strong communities and improving the health of diverse populations.

Location
Set in the historic Union Station District, UW Tacoma owes its charm to century-old, brick buildings that were built to last by businesses that depended on the railroad in the late 1880s and early 1900s. The university has earned architectural awards for transforming these buildings into modern classrooms.

Campus
The 46-acre campus footprint is located on a hillside overlooking the Port of Tacoma and Mount Rainier, on the southern edge of downtown Tacoma, next to museums and the beautifully reconstructed Union Station. Within walking distance are an array of restaurants, attractions, businesses, shops, parks, museums and historic architecture.

Accreditation
The University of Washington Tacoma is accredited as a unit of the University of Washington by the Northwest Commission on Colleges and Universities.

UW Graduate School

University of Washington Tacoma is part of the tri-campus University of Washington system. Information regarding work towards a graduate degree at the University of Washington can be found on the Graduate School website. https://grad.uw.edu

University 501 (U501) is a self-guided, online resource designed for graduate and professional students at all three campuses and is intended to help prepare you for your arrival to and start at the University of Washington. U501 is open to all incoming and current graduate students with a valid NetID and is divided into five (5) modules. Once you have joined the course, you can access it at anytime from anywhere with an internet connection. https://canvas.uw.edu/enroll/6ACB3P

Module Structure

- Module 1: Welcome! So, What Exactly is Graduate Education?
- Module 2: Preparing for Arrival (Location, Location, Location)
- Module 3: Nuts & Bolts of Being a Student
- Module 4: Finding Support When You Need It
- Module 5: Taking Care of You

Getting Started

This section contains information on tasks and policies you will need to know as you prepare to begin your first quarter on campus.

Official Transcripts Submission

If your undergraduate degree was not earned from the University of Washington, please mail an official copy of your transcript (showing degree completion) directly to the Graduate School. More

information found on the Graduate School's Official Transcript Requirements page: https://grad.uw.edu/prospective-students/how-to-apply/requirements/official-transcript-requirements/

Certified Electronic Transcripts (Preferred Method)

If your institution offers official electronic copies sent by a secured provider (e.g., National Student Clearinghouse, Parchment, Scrip Safe), you may have them sent directly from the institution to gemsdocs@uw.edu.

Note: they cannot accept PDF attachments via e-mail directly from the student or the institution.

Parchment: https://www.parchment.com/

When ordering transcripts through Parchment, enter "University of Washington Graduate" for the question "Where would you like to send the credential?"

The transcript will be sent to "University of Washington – Graduate Admissions – Seattle Campus, Seattle, WA, US".

Standard Postal Service

University of Washington Graduate Enrollment Management Services Box 353770
Seattle, WA USA 98195-3770

Express Courier Service

University of Washington Graduate Enrollment Management Services G-1 Communications
4109 Stevens Way
Seattle WA USA 98195-3770

Setting up & checking your UW Email

UW offers two options for email services: UW Office 365 (FERPA/HIPAA compliant) and UW Google Gmail. Setting up or changing your email service is done via the MyUW portal, which can be accessed, here: https://uwnetid.washington.edu/manage/.

Students can choose either UW Office365 or UW Gmail. One thing to consider is if you are, or plan to become, a student worker at UW Tacoma you should choose UW Office365 in the event that your position requires you to participate in unified calendaring. More email information may be found here: https://www.tacoma.uw.edu/it/email.

UW Email Policy

● Faculty and staff are not obligated to respond to students using non-UW email accounts.

● Students may be held accountable for any information contained within the official email communications, including instructor notices of changes in schedules and assignments.

● Although students may configure their UW emails to automatically forward to another email account, they should be advised that some email systems may be unable to handle large email files and may block delivery of UW email attachments. This means that if you forward your UW email you may miss important, time sensitive updates.

● You can check your UW email forwarding anytime. If you need assistance un-forwarding your UW email, please call 253-692-HELP for assistance.

Student Information

New Student Information

Cohort Based Programs
The School Psychology Educational Specialist (Ed.S.) Program admits candidates into cohorts that complete required coursework together on a set schedule (except in rare cases in which students are taking courses on a part-time basis). This program will hold a mandatory New Student Orientation event prior to the start of the first quarter classes to orient new students to program requirements. Check your admissions packet or email your academic advisor for details.

In this program, we value and promote connection and support. We create intentional opportunities for you to engage and collaborate with your peers within your cohort and across cohorts. You will be placed into a School Psychology Buddy Group that includes a small group of Ed.S. School Psychology graduate students across cohorts. Also, you will have numerous opportunities to connect with your peers in class during projects and small group discussions, and additional opportunities to connect outside of class in quarterly program gatherings, program social events throughout the year, and during our summer social—families welcome. For more professional connections, as we discuss below, you are strongly encouraged to become members of state and national school psychology organizations and engage in related conferences.

Student ID Cards

UW Tacoma Husky Cards are issued by the Office of the Registrar. Visit the https://www.tacoma.uw.edu/registrar website for more information about obtaining your UW Tacoma Husky Card, or contact: Office of the Registrar

UW Tacoma Office of the Registrar

Phone: (253) 692-4913
Email: reguwt@uw.edu Location: Mattress Factory 253 Hours: 8am - 5pm, Mon-Fri
https://www.tacoma.uw.edu/campus-map/mat

Your student ID, or Husky Card, will serve the following functions:
https://www.tacoma.uw.edu/registrar/husky-id-card

- Library Services
- U-PASS (bus pass plus more) https://www.tacoma.uw.edu/fa/facilities/transportation/universal-u-pass
- Copy & Printing Services
- University Athletics & Activities

Program Plan

Each student will be provided with a program plan for the School Psychology Educational Specialist (Ed.S.) Program that outlines their quarterly course of study and timeline for completing all program requirements. Candidates following the full-time cohort-based program will be provided with a copy of the corresponding pre-determined program plan. Candidates completing a part-time program will develop their program plan in consultation with their academic advisor during their new student advising appointment.

Revising your Program Plan

If, during your course of study, unexpected events inhibit your ability to successfully continue your program plan as outlined, please schedule an appointment with your academic advisor as soon as possible to discuss your situation and alternative options. Program plans may be changed as needed (subject to availability of courses) to accommodate changes in candidate's circumstances/availability.

Leave Requests

You must submit an online leave request form for any autumn, winter, or spring quarter during which you do not plan to actively enroll in courses (leave requests are not required for summer quarter). An approved leave request is required to maintain your graduate student status and your ability to register for future quarters. If you forget to request leave, you will need to request reinstatement for the quarter you plan to return to the program.

On-Leave Request: https://grad.uw.edu/policies/graduate-on-leave-status/

Reinstatement: https://grad.uw.edu/mygrad-program/

Reviewing the Time Schedule

The UWT Time Schedule lists credit classes offered at the University of Washington Tacoma Campus. It is updated daily and is subject to change. You may access the real-time status of any section by clicking on the five-digit System Line Number (SLN) displayed to the left of each course. The University reserves the right to (1) add or delete courses from its offerings; (2) change times, days, or locations of courses; (3) change academic calendars; (4) cancel any courses for insufficient registration or academic/administrative decision without notice.

- The University of Washington Time Schedule may be viewed online here: https://www.washington.edu/students/timeschd/T/

● The EdS in School Psychology Program Plan can be found on the Educational Specialist in School Psychology website under the tab labeled "Course Plan" here: https://www.tacoma.uw.edu/soe/sp

New Students will receive information about registering for their first quarter courses either at New Student Orientation or during their new student advising appointment. Registration for courses is completed online via the registration screen in your MyUW. https://my.uw.edu/

Obtaining Entry Codes

Most courses in the School of Education *do not* require an individually assigned entry code in addition to an SLN number for registration. When a course requires an entry code, they will be provided by your academic advisor.

Adding & Dropping Courses

Students may decide to add or drop a course during the year. Dropping and adding courses may be completed online using your MyUW. Below is a summary of relevant times for adding and dropping courses during a quarter. However, it is best to consult the Academic Calendar for the most accurate information.

My UW: https://my.uw.edu/

Academic Calendar: https://www.tacoma.uw.edu/registrar/academic-calendar

● Week 1 – you may add and drop classes for any reason. Classes dropped during this week will not be reflected on your transcript

● Weeks 2-7 – Any courses added or dropped after the first week are subject to a $20 late fee. After the 2nd week a notation of "W" for withdrawal will appear on your transcript when a class is dropped. Additional tuition forfeiture fees are charged if dropping course(s) results in a lower tuition rate. Between weeks 2 and 4, you will be charged one- half tuition. Beginning the 30th calendar day of the quarter full tuition is charged for any courses dropped, including complete withdrawal from the university (Current Quarter Drop: https://www.tacoma.uw.edu/registrar/current-quarter-drop).

● **Current Quarter Drop** – Several UW policies affect when and how you can drop classes. Each quarter, you may add and drop classes with no restrictions until the end of the second week of the quarter, which is the Unrestricted Drop period. After that, you may drop one class between the 3rd and the last date of instruction for the quarter, which is the Late Course Drop period, using MyUW. To drop more than one class during the Late Course Drop period, you may use the Advisor-Assisted Drop Process. Review the tuition forfeiture policy when considering dropping — you may not get all your tuition back.

● **Former Quarter Drop** - Former Quarter Drop (FQD) provides you with a method to petition for a grade earned in a former quarter to be changed to a Registrar Drop (RD). A grade of "RD" does not impact your cumulative GPA or academic standing. Petitions for quarters Winter 2020 and earlier will continue to have grades changed to Hardship Withdrawal (HW). Click here to learn about other letter grades.

A FQD may be granted if you are unable to complete or withdraw from your course(s) because of extenuating circumstances beyond your control. Petitions are reviewed and decided upon by a committee of representatives from the academic advising community, Office of Student Financial Aid, Disability Resources for Students, Veteran & Military Resource Center, and the Office of the Registrar. All dates and deadlines referenced are based on the UW Academic Calendar (re: Adding/Dropping Courses or Complete Withdrawal).

Course Material Policy

Candidates have the responsibility to check with the University Bookstore, the Campus Copy Center, and the UW Tacoma Library to determine whether there are course materials available for class. Candidates are expected to download additional course materials via Canvas and electronic library course reserves from the UWT Library. Faculty who want candidates to download materials from Canvas or library reserves prior to the first class will inform you to do so.

Please make it a habit to check Canvas, email and course reserves regularly during the quarter for updates in course materials. Obtaining and utilizing all the required materials will contribute to your success in your classes. We appreciate your cooperation in working with the program to streamline course communication and document distribution.

Class Participation

The academic calendar is posted a full year in advance so that arrangements can be made to attend all classes. There may be extenuating circumstances which yield unavoidable absences, but all efforts should be made to minimize these.

Engaging with your classmates is a central component of your program. Missing just one class session means missing at minimum 10% of instruction for the quarter. Missing required posts or assigned feedback for online courses has a similar impact. Faculty do not "give" candidates permission to miss class. However, faculty do appreciate being informed in advance of absences, confusion on assignments, and anticipated struggles to meet deadlines. Presenting possible solutions along with your concerns is recommended.

It is the prerogative of your faculty to decide how class participation will factor into grading. If you miss a class, it will be your responsibility to find out from your peers what was missed. Faculty do not typically give "extra credit" for missed work. Lack of participation will likely result not only in decreased contributions, but also in reduced learning and a lower grade for the course.

Accessing Courses in Canvas

Canvas is the online learning space for all UW Tacoma courses. In Canvas, you may have access to the course syllabus, assignments, discussions, files, Zoom class sessions, and more. The content and features available for each course are determined by the instructor, so some courses may have almost all material and activities available on Canvas while other courses may not utilize Canvas to that degree.

Familiarize yourself and learn more about Canvas here: https://www.tacoma.uw.edu/digital-learning/becoming-more-successful-online-learner

Paying Tuition
Payment of tuition charges is due the 3 Friday of each quarter by 5pm and can be paid online via your MyUW.

Tuition Payment Plan

The UW Tacoma Tuition payment plan option allows UW Tacoma students to pay their quarterly tuition in three installments, from the first Friday of the quarter to the fifth Friday of the quarter. A new enrollment plan must be submitted for each quarter.

https://www.tacoma.uw.edu/fa/finance/cashier/tuition-payment-plan

How much does it cost: a $25 service fee is added to your student account and is due with your first payment.

Payment Plan Due Dates: due dates are always the first, third, and fifth Fridays of the quarter. If the initial payment is not received by the first due date, you will not be allowed to continue with the payment plan program. The remaining two payments are each subject to a $55 late fee if they are not made on time.

Short Term Loan Program

The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Short-term loans are available only to students who are currently attending the university (loans cannot be processed between quarters). Funds are generally available within one to four working days.

Repayment is due by the next quarter or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans, but there is a $30 service charge added to the repayment amount. Students may apply on-line through MyUW's Personal Services. Graduate students may borrow up to $3,200. For more information visit: https://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/

Grading System

UW Grading Scale for Graduate Students

In reporting grades for graduate students, graduate degree-offering units shall use the system described herein. Grades shall be entered as numbers, the possible values being 4.0, 3.9,… and decreasing by one-tenth until 1.7 is reached. Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum cumulative grade-point average of 3.0 is required for graduation.

Grade	Grade Point	Percent		Grade	Grade Point	Percent
A	4.0	98-100		B-	2.8	81
	3.9	97			2.7	80
A-	3.8	95-96			2.6	79
	3.7	94			2.5	78
	3.6	92-93		C+	2.4	77
	3.5	91			2.3	76
B+	3.4	89-90			2.2	75
	3.3	88			2.1	74
	3.2	86-87		C	2.0	73
	3.1	85			1.9	72
B	3.0	83-84			1.8	71
	2.9	82			1.7	70

Incomplete Grade

An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

The faculty and candidate must agree on all outstanding coursework to be completed and an appropriate timeline for completion. If the candidate does not turn in all remaining coursework by the agreed upon deadline, the faculty will compute and submit a final grade based on all work completed at that point. To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case may an Incomplete be converted into a passing grade after a lapse of two years or more, and in most cases the work should be completed within 1 academic quarter.

Credit/No Credit (CR/NC)

Fieldwork and Reflective Seminar courses are offered CR/NC. For these courses, the instructor will submit a grade of CR or NC to be recorded by the Registrar's Office for each student in the course at the end of the quarter. Students with grades of 2.7 and above receive CR and grades lower than 2.7 receive NC. Courses with non-numerical grades are not factored in the candidate's grade point average.

Withdrawal "W"

It is the student's responsibility to withdraw from all courses if he or she is unable to attend. Students may withdraw on MyUW through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the Office of the Registrar. An official withdrawal is effective the date the last course is dropped electronically, the date it is received in the Office of the Registrar, or if submitted by mail, the date of the postmark.

Hardship Withdrawal "HW"

Students may petition the UW Tacoma Registrar in writing for a hardship withdrawal if they are unable to complete a course due to physical or mental debilitation or unusual or extenuating circumstances beyond their control that may have arisen and prevented them from dropping the course by the seventh week. Petitions must be filed promptly after the occurrence of the event that gave rise to the need for dropping, preferably prior to the end of the quarter. Only in rare circumstances will petitions be accepted after the close of the quarter in which the withdrawal is being petitioned. Students who have completed the requirements for the course are generally not eligible for a hardship withdrawal.

Registrar Drop "RD"

"RD" is assigned when a student is allowed to withdraw from a course(s) after the 14th calendar day of the quarter (click here to learn more about Current Quarter Drop and Former Quarter Drop policies). It does not impact cumulative GPA or academic standing. Effective beginning Spring 2020.

Course Repeat Policy

Courses may be repeated a second time without penalty. When computing GPA, the new grade will be averaged with the old grade. Third course repeats are granted only in rare circumstances and require a formal petition for approval prior to registration.

Change of Grade

Except in case of error, no instructor may change a final grade that he or she has turned in to the Registrar. Grades used to meet graduation requirements cannot be changed after the degree has been granted.

Grade Appeals

A student who believes that an instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, will follow these steps to resolve the matter:

When submitting a grade appeal, the student should submit the following:

1. **REQUIRED:** a brief written statement describing how the student believes the grade was: made in error, arbitrary, and/or capricious with clear descriptions and examples.

2. **OPTIONAL DOCUMENTS:** a student who wishes to provide additional documentation should supply as much relevant information as possible to support the written statement such as the following:

   a. Copy of the course syllabus.

   b. Copy of assignment handouts, graded assignments, and rubrics.

   c. Copies of any prior communication with the instructor.

   d. Documents irrelevant to the situation will not be reviewed.

Thereafter, the procedures below will be followed:

1. Within ten (10) calendar days of receiving the student's appeal, the Faculty Program Director will consult with the instructor of record to ensure that the evaluation of the student's performance was fair and reasonable.

   a. If the determination was that the grade was fair and reasonable, then the Faculty Program Director will notify the instructor, student, and the student's Academic Advisor with a written explanation of the decision.

   b. If the Faculty Program Director believes the determination of the grade was not accurate, fair, and reasonable, and the instructor refuses to change the original grade, then Step 2 and subsequent procedures will be followed.

2. Should the Faculty Program Director believe the instructor's conduct was arbitrary or capricious based on the evidence provided, and the instructor declines to revise the grade, the Dean will be notified within five (5) calendar days.

3. The Dean will ask the School of Education's Elected Faculty Council2 to evaluate the performance of the student and assign a final grade within ten (10) calendar days.

a. When a final decision is made, the Chair of the School of Education's Elected Faculty Council shall notify the Academic Advisor, Faculty Program Director, Dean, and the student of the outcome in writing.

b. The Dean will notify the Vice Chancellor for Academic Affairs at UW Tacoma of the decision with a cc to the UW Provost.

4. The School of Education's Elected Faculty Council's decision is final. No opportunities for further appeal will be permitted at this stage. After receipt of the final decision, the academic advisor will complete the grade change process set forth by the UW Tacoma Office of the Registrar.

Once a student submits a written appeal, all subsequent actions on the appeal are held at the program level. Decisions related to grade appeals do not appear on the student's transcript.

Retention and Dismissal Policy

The Retention and Dismissal Policy of the University of Washington Tacoma School of Education outlines the policy and procedures regarding review for low scholarship and satisfactory progress for all candidates enrolled in a master's program. Students in the Ed.S. program are expected to meet *UWT School Psychology Professional Work Characteristics* for admission and continuation of their graduate study.

In coordination with the academic advisors, Ed.S. Program Faculty conduct quarterly progress reviews of all students and will identify candidates who have not met scholarship standards. In addition, the Faculty will review for satisfactory performance and progress including adherence to the UWT School Psychology Professional Work Characteristics.

UWT faculty (including part-time lecturers) and program advisors may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. When reviewing for performance standards, the Ed.S. Faculty will review the concern, make appropriate recommendations, and determine next steps. The Ed.S. Faculty may bring the case to the School of Education Faculty Council for review. This governing body may recommend a change of status to the graduate school based on the severity of the violation to include warning, probation, final probation, or dropping a candidate from the program.

To remain in good standing and continue study as a graduate student in the School of Education, candidates must meet both the academic and satisfactory performance standards outlined below.

Academic standards

The following criteria will be used in determining academic performance:
1. Earn a minimum of 2.7 or credit (CR) in each course. Courses where a GPA below a 2.7 or no credit (NC) is earned will not have credit applied toward a graduate degree.
2. Earn a minimum quarterly grade-point average of 3.0.

3. Earn a minimum cumulative grade-point average of 3.0.

Satisfactory performance and progress

The following criteria will be used in determining satisfactory performance and progress:

1. Performance in the fulfillment of degree program requirements
   Non satisfactory progress includes:
   a. Incomplete grades that carryover for more than one quarter
   b. An accumulation of more than two courses for which incomplete grades were given
   c. More than one non-hardship withdrawal per year
2. Performance during informal course work and in the field
3. Adherence to the UWT Ed.S. School Psychology Professional Work Characteristics

Review of academic standards

Following quarterly review, candidates not making satisfactory progress toward completion of degree/program requirements will be notified. The guidelines below will be followed when determining a change of status based on academic standards:

Mid-Quarter Warning Notice

Midway through each quarter, all School of Education faculty are asked to meet with any candidates in danger of not passing their course to share their concerns, address any obstacles, discuss campus resources, and create a plan for improvement. The mid-quarter warning notice form is used as a contract to help the candidate return to good standing. This process is meant to be an early intervention to help improve candidate performance.

No Action

Where a candidate's cumulative GPA is above 3.0 and their most recent quarter's course work is below 3.0 this will trigger a review by the Faculty. If no cause for concern is found, the graduate advisor will send a letter to the candidate with a reminder of the policy and the candidate will remain in good standing. There is no change in status communicated to the Dean of the Graduate School.

Warning

Where a candidate's quarterly and/or cumulative GPA falls below a 3.0 and Faculty review finds cause for concern, the candidate will receive a warning. The graduate advisor will notify the candidate in writing of a change in status, the policy, and the timeline in which they must regain satisfactory standing. This status is initiated and documented by the graduate program but is not reported to the Graduate School and does not appear on the student's transcript.

Probation

Where a candidate's quarterly and/or cumulative GPA falls below a 3.0 for two quarters, the Faculty may place the candidate on probation. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Faculty will notify the candidate of his/her change in status, the policy, and the time limit in which they must regain satisfactory standing.

Final Probation

Where a candidate's quarterly and/or cumulative GPA falls below a 3.0 for three quarters, the Faculty Council may place the candidate on final probation. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Faculty Council will notify the candidate in writing of their change in status, the policy, and the timeframe in which they must regain satisfactory standing.

Dismissal

Where a candidate's quarterly and/or cumulative GPA falls below a 3.0 for four quarters, the Faculty Council may dismiss the candidate from the School of Education. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Faculty Council will notify the candidate of their change in status, the policy, and whether or not they may return to the program at a later date.

Academic Grievance Procedure (Appealing a Change of Status)

Graduate students who believe they have been subjected to unfair treatment in the administration of academic policies may, except as noted below, seek resolution of the student complaint under this Academic Grievance Procedure. Policy 3.8 applies to the application of departmental, college, or Graduate School policies, as well as deviations from stated grading practices (but not individual grade challenges). https://grad.uw.edu/policies/3-8-academic-grievance-procedure/

Maintaining Graduate Student Status

Graduate School On-Leave Policy

Graduate students are required to maintain graduate status during their program of study. Failure to maintain this status requires reinstatement to the University of Washington. Students who desire to take a quarter or quarters off without going through the reinstatement process must apply for on-leave status for each quarter they do not register. For complete details regarding the on-leave policy, refer to Policy 3.5: https://grad.uw.edu/policies/3-5-on-leave-policy-to-maintain-graduate-student-status/.

LOG IN TO MYGRAD TO REQUEST ON-LEAVE STATUS: https://webapps.grad.uw.edu/mgp-student/.

Preparing to Graduate

Graduation Requirements Checklist
● Satisfy the requirements for the degree that are in force at the time the degree is to be awarded.
● Register as a graduate student (minimum of 2 quarter credits) during the quarter you plan to complete the degree. You must maintain registration through the end of the quarter in which the degree is conferred.
● Remove any X, N, or I grades posted on your transcript for courses needed to satisfy degree requirements.
● Receive a grade of 2.7 or better on all coursework used to satisfy degree requirements, and a minimum cumulative grade point average of 3.0.
● Complete Graduate School coursework requirements including residency requirements as stipulated in the General Catalog.

Commencement
UW Tacoma has one commencement ceremony per year, held at the end of the Spring Quarter. All students who graduated in the previous Summer, Autumn, Winter, and Spring are eligible to participate, as well as those students who are going to finish their degrees by the coming Summer Quarter. If you expect to be a summer graduate, you have a choice which ceremony you would like to participate in, but you can only "walk" once. Information about the ceremony, including registration, purchasing a cap and gown, graduation announcements and preparation for the ceremony, can be found on the Commencement website:
https://www.tacoma.uw.edu/commencement.

Graduation
Final Quarter Registration
Candidates must maintain registration as a full or part-time (min. 2 credits) graduate student at the University during the quarter their Educational Specialist degree is conferred.
Candidates must submit Ed.S. degree requests online. Candidates may submit a request from the 1st day of the quarter they expect to graduate until 11:59 pm, of the last day of the quarter in which they expect to graduate: https://webapps.grad.uw.edu/student/mastapp.aspx
> ▪ Complete the *Exit Questionnaire*. You will not be able to return to the *request page* to make changes or complete information later.
> ▪ You are completing a non-thesis program. Make sure you select this option.
> ▪ Students will receive an email confirming receipt of their Degree Request and any in-progress or outstanding coursework required for the degree.

Degree Requirements and Program Information

Major Degree Requirements for this Program

- Culminating portfolio: Students complete a portfolio that includes case studies and demonstrates integration of all practice domains in school psychology as determined by the National Association of School Psychologists (NASP).

- Praxis Exam in School Psychology: Students pass the national Praxis Exam in School Psychology (5403; score of 155 or higher) before receiving their Ed.S. degree and being recommended for state and/or national certification.
- Internship: Students complete a 1,200-hour, school-based internship.

Upon successful completion of the required coursework, practica, internship, and the minimum required score on the Praxis examination, candidates will receive an Education Specialist Degree and a recommendation for Washington state certification in school psychology.

Program Alignment with NASP Practice Domains and Program Standards

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. This model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all the domains of practice described in this model. This program was intentionally designed around the 10 domains of practice as described by NASP.

Domain 1: Data-Based Decision Making
This program uses proactive, problem-solving frameworks as the basis for all practices, as evident in the program philosophy, coursework, and field experiences. Coursework (e.g., Systems of Prevention and Strategic Supports) is based on frameworks of multi-tiered systems of support (MTSS) including Social and Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS). The MTSS framework provides a preventive, strengths-based orientation and a basis for all decisions at the levels of the student, group, and system. This includes the systematic collection of data from multiple sources and the consideration of ecological factors (e.g., school climate, implementation, staff strengths/needs, family engagement, culture) in recommendations and practice. Assignments in fieldwork and in courses such as the Systems of Prevention and Strategic Supports course and the Collaborative Consultation course will apply and evaluate this knowledge and skills. Candidates will use data responsibly to inform contextually and culturally responsive practices and social, emotional, behavioral, and academic interventions in courses such as Social, Emotional and Behavioral Assessment and Special Education Assessment and Evaluation. Also, candidates will use valid data to monitor PK-12 student progress toward desired goals and identify the need for modifications in student support. This will occur during coursework such as Applied Research, Specially Designed Instruction, and in practica. At the completion of the second year of the program, candidates will be well-prepared to use assessment data responsibly to guide instructional and placement decisions.

Domain 2: Consultation & Collaboration
This program profits from an interdisciplinary approach by drawing on ecological/systemic and collaborative models and incorporating multiple perspectives from diverse disciplines (e.g., general and special education, social work, educational leadership, psychology). This program is steeped in an equity-

centered, collaborative, and partnership approach for systemic prevention and problem solving. Candidates in this program will be well-prepared to collaboratively co-create, implement, and evaluate instructional, behavioral, and mental health interventions and supports. Facilitating effective communication and partnerships with families, educators, and community agencies are key elements in the coursework and field experiences. Communication and collaboration are main elements of the work characteristics assessed throughout the program, and are foci in several courses including Collaborative Consultation, Systemic Change, Trauma-Informed Crisis Prevention and Response, and Practica. Moreover, this practice domain is a key element to the culminating portfolio, and candidates will be asked to provide evidence of collaboration with educators, other professionals, and families to serve students, groups/classrooms, and systems. For example, in the systems change, project-based course, candidates are tasked with creating a comprehensive systemic change project that includes a multi-pronged needs assessment along with an evidence-based strategic plan to address gaps in services or practices. Candidates are then tasked with creating a plan to advocate for the high-impact changes needed to address research-to-practice gaps.

Domain 3: Academic Interventions and Instructional Supports
This program prepares candidates to understand the ecological, biological, cultural, and social influences on academic skills. Rather than immediately viewing an academic problem as inherent to student-related variables (e.g., learning deficits), candidates in this program will first consider the myriad factors that may be contributing to academic challenges, including socio-cultural inequities, limited learning opportunities, and poor-quality instruction. This ecological perspective is a central and pervasive tenet to this program. In addition to an awareness of the various factors that may contribute to academic struggles, with knowledge and skills obtained in coursework (e.g., Reading Interventions, Math Interventions, Specially Designed Instruction) and in field, candidates learn to develop and implement evidence-based interventions with fidelity to improve academic student outcomes. Furthermore, candidates will be well-prepared to locate, summarize, synthesize, and discuss research findings, as pertaining to academic issues and strategies for meeting the needs of culturally and linguistically diverse learners.

Domain 4: Mental and Behavioral Health Services and Interventions
This program's foundation is rooted in an ecological and systemic framework, and candidates will be well-prepared to consider micro, macro, and mezzo layers that influence and impact P-12 students in schools. The factors that can influence school-related outcomes in youth, such as biological, cultural, societal, developmental, and social, are discussed in every course and are a key element to the field experiences. The ways in which these factors can influence student mental and behavioral health will be explicitly addressed in coursework and field experiences. Several courses in this program expressly address mental and behavioral health services and interventions at the level of the individual and group. These include Introduction to Counseling in the Schools, Group Interventions, Social Emotional Learning, and Individualized Supports for Students with Challenging Behaviors. Moreover, experiences in the field offer a continuum of opportunities to engage in individual and group counseling along with coaching and collaborative consultation with adults working with P-12 students. Candidates will engage in the design and delivery of social, emotional, and behavioral programming and evidence-based strategies to promote resilience and well-being through using strengths- and solutions-based social and emotional frameworks; self-awareness, self-management, social awareness, relationships skills, responsible decision-making; and function-based, positive behavioral frameworks for the creation of individualized programming.

Domain 5: School-Wide Practices to Promote Learning
This program prepares school psychologists to serve as leaders and agents of systemic change. The very foundation of this program is understanding the school as a sociocultural system. We articulate how systems function, how they can resist change to maintain status quo, and the conditions conducive to shifts toward positive change. The program emphasizes organizational change necessary to remove systemic infrastructures, policies, processes, and practices that oppress and create unhealthy learning environments (e.g., an overreliance on reactive and exclusionary disciplinary practices). In courses such as Classroom and School Behavior Support Systems and Social Emotional Learning, candidates gain knowledge of systems of support/interventions and assessments, including screening tools to proactively identify student needs and assess the health and functioning of the system. In courses such as Systems Change and Collaborative Consultation, they enhance their understanding of the importance of collaborating with other professionals, students, and their families/caregivers in the creation and implementation of multi-tiered academic, social, emotional, and behavioral supports.

Domain 6: Services to Promote Safe and Supportive Schools
Candidates in this program will have an in-depth understanding of multi-tiered social, emotional, and behavior supports that promote safe and supportive schools. In addition to these systemic frameworks, students in this program gain the knowledge and skills needed to understand both risk and protective factors associated with trauma (e.g., bullying, discrimination, violence, climate disaster) and mental illness. Through coursework such as Trauma-Informed Crisis Prevention and Response, candidates will understand the nature of psychological and physical crises that can occur such as natural and political disasters, mental illness, death, and violence, and they will develop research-based crisis plans to mitigate, respond to, and recover in the event of these critical events. In courses such as Classroom and School Behavior Support Systems,, Social and Emotional Learning, and Trauma-Informed Crisis Prevention and Response, candidates will engage in the identification, evaluation, and development of evidence-based practices and strategies that create safe and supportive schools. Further, in field experiences, and as part of a team, candidates will implement and evaluate these strategies.

Domain 7: Family, School, and Community Collaboration
Family, School, and Community collaboration is central to youth development and a culturally responsive practice, and this practice domain is infused in all elements in the program—and a specific course in this program. In foundational coursework taken year one, candidates explore the legal and ethical responsibilities to provide for meaningful parent/caregiver participation for learners across the planning and implementation of practices, including requirements of the IDEA. Candidates learn about potential barriers and methods to facilitate authentic, bi-directional collaboration throughout this foundational coursework and then engage in partnership work with families in field experiences and other project-based opportunities offered in this program (e.g., community focus groups). Faculty in this program regularly collaborate with the surrounding communities and invite diverse community agencies and organizations such as afterschool providers and nonprofits that serve students in foster care, whose parents are incarcerated, those who are undocumented, etc. to engage with our candidates in coursework and in the field. The MTSS frameworks explored across course and fieldwork provide opportunities to collaborate with school teams and to engage in bi-directional family participation to improve interventions and services in academic, SEL and behavior. Candidates also partner with their field supervisors to collect relevant artifacts (e.g., communication with families/parents such as newsletters) and implement evidence-based strategies. During reflective seminars, candidates discuss these practices to share knowledge and resources with their cohort members.

Domain 8: Equitable Practices for Diverse Student Populations
This program has a strong focus on equity, social justice, and culturally responsive educational practices. All courses center diversity and equity, but this program also includes coursework that is specific to this competency area such as Diversity and Equity in Education. Coursework explicitly addresses topics such as cultural humility, decolonizing pedagogies, and anti-racist practices while also discussing diversity related to intersecting identities inclusive of but not limited to race/ethnicity, sexual orientation, gender identity/expression, socioeconomic status, disability, language, and immigration. While some classes focus on identifying inequity that currently exists in the system, other coursework focuses on practical application of culturally responsive practices, such as how to work with diverse families in an equitable way. Within the assessment coursework, specific attention is paid to culturally responsive assessment practices and strategies to appropriately gather information from diverse families. Inequity in the identification of students is explicitly addressed with a focus on effective and appropriate strategies that seek to rectify these inequities as part of an intentionally anti-racist approach to assessment. Coursework in counseling and collaboration similarly focuses on strategies to provide equitable services to students and families from diverse backgrounds, with a focus on strengths-based practices for effective engagement with students and families. Equity-centered and anti-racist practices are centered within other classes through intentional selection of reading materials that highlight diverse voices and experiences and discussions and activities focused on practical applications of these materials.

Domain 9: Research and Evidence-Based Practice
Candidates in this program engage in the practice of research through several courses. In coursework such as Understanding Educational Research, candidates are prepared to be critical consumers of quantitative, qualitative, and mixed methods research and they learn how to critique study designs and evaluate the appropriateness of different research techniques in relationship to the research questions being asked. Coursework such as Applied Research Design and Analysis focuses on designing appropriate studies, analyzing data, and interpreting data collected through those studies. Multiple assessment courses (e.g., Assessment Foundations, Special Education Assessment and Evaluation) address the validity of various measurement tools and their application in school settings to inform educational decisions related to placement and interventions. Coursework is focused on assessment and multi-tiered systems of support that provides a focus on evidence-based collection of data, accurate and culturally sensitive interpretation of these data, and practical application related to providing appropriate services to students individually and in small and large-group settings, as well as informing effective and equitable systems change.

Domain 10: Legal, Ethical, and Professional Practice
Candidates learn the historical foundation of school psychology as a field and explore the legal, ethical, and professional standards for practicing school psychologists in foundational coursework such as Principles and Ethics in School Psychology and Special Education Law. Growth in professional identity occurs over the course of the program as candidates expand their opportunities to further develop, model and practice continuous use of the standards as they pertain to the content and requirements of coursework and fieldwork. Candidates receive assessment and support for their professional practice from mentors during fieldwork that focuses on candidates' provision of services and decision-making to be conducted consistent with ethical, legal and professional standards. Further, candidates receive ongoing assessment from faculty and mentors throughout their program of study based on the NASP Professional Standards (2020) in all 10 domains: data-based decision making; consultation and collaboration; academic intervention and instructional supports; mental and behavioral health services and interventions; school-wide practices to

promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice. Four domains of professional work characteristics are also assessed throughout this program: (a) diversity, equity, and social justice; (b) interpersonal skills including communication, collaboration, and constructive conflict resolution; (c) intrapersonal skills including self-awareness, self-regulation, and adaptability; and (d) professional behaviors including initiative, reflection, reliability, reception of feedback, ethical decision making and sound reasoning.

Ed.S. School Psychology Coursework

In the first year of the program, students take introductory and foundational coursework, and in the second year, coursework is integrated with supervised practicum experiences in assessment, preventative supports, and intervention. In the third year, students complete a 1,200-hour, school-based internship that is supervised by both practicing certified school psychologists and university faculty. Area school districts typically support students financially in the completion of this internship.

Credits are earned by the successful completion of the following courses, listed by year typically taken by full-time students. There are about 40 academic course credits in years 1 and 2. In addition to academic coursework, year two also includes field-based experiences/practica. Year 3 includes 15 credits of internship, reflective seminar and capstone portfolio. Total credits for the full program are just under 100 (98).

T SPSY 501: Principles & Ethics in School Psychology Practices (3 credits)
Introduces the field of school psychology and analyzes the roles school psychologists serve in regional and global settings. Explains the historical, current, and future trends in school psychology with emphasis on culturally responsive and ethical practices for diverse student populations. Examines ethical standards and legal issues and application in school and community settings. Provides in-depth understanding of school systems that promote equity and inclusion.

T SPSY 548: Child and Adolescent Development (3 credits)
Examines theory, research, and issues in child and adolescent development and focuses on applications most relevant to development and learning in school settings. Includes in-depth explorations of characteristics and factors important to human development, including socio-cultural identities, individual differences, and abilities.

T SPSY 550: Introduction to Counseling in the Schools (3 credits)
Provides theory and practice in culturally responsive counseling techniques for youth. Focuses on the application of school-based counseling practices with children and adolescents using a social justice and equity lens. Emphasizes strengths-based, solutions-oriented frameworks and provides skills necessary for evidence-based interviewing and helping techniques that promote empowerment and resilience in youth.

T SPSY 553: Group Intervention in the Schools (3 credits)
Covers current research, theoretical foundations, and group intervention dynamics as applied in school settings. Addresses culturally appropriate techniques for group-based social, emotional, and

behavioral interventions in school settings. Includes types of groups, group formation, development, process, facilitation, monitoring, and assessment. Discusses ethical, legal, and professional issues in school-based group counseling and intervention and promotes skills needed for effective facilitation of diverse groups.

T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools (3 credits)

Discusses leading theoretical frameworks in the study of trauma including neurobiological, psychosomatic, and cognitive-behavioral. Emphasizes preventive and healing-oriented practices in schools. Discusses the roles and responsibilities of educators, school psychologists, and other school personnel in effective crisis prevention and response. Provides an in-depth study of crisis prevention, mitigation, response, and recovery strategies as applied in schools. Also discusses ethical and legal considerations.

T SPSY 555: Applied Research Design & Analysis (3 credits)

Focuses on culturally responsive, applied research models in educational settings for evaluating programs and interventions. Includes refining research questions; operationalizing key variables and concepts; choosing designs that maximize validity; selecting culturally appropriate data collection approaches and instruments with accuracy and reliability; conducting analyses; and interpreting findings. Includes group and single case research.

T EDSP/T SPSY 552: Specially Designed Instruction (3 credits)

Focuses on the development of culturally responsive, specially designed instruction (SDI) across content areas for individual education programming. Includes program adaptation, modification, and the use of technology to create universally accessible and differentiated instruction. Includes research design, analysis, and progress monitoring techniques to evaluate student outcomes.

T SPSY 551: Social, Emotional, & Behavioral Assessment[Fee] (4 credits)

Focuses on the ethical selection, administration, scoring, interpretation, and use of methods and tools to evaluate social, emotional, and behavioral skills and adaptive functioning of students. This course draws from ecological theories and culturally responsible models of assessment. Students will learn about disabilities related to social functioning, sensory differences, and emotional/behavioral challenges.

T SPSY 549: Cognitive Assessment of Children & Adolescents[Fee] (4 credits)

Prepares school psychologists for ethical and culturally sensitive assessment and interpretation of cognitive skills. Focuses on the appropriate selection, administration, and scoring of individually administered cognitive assessments, including verbal and nonverbal instruments, for diverse student populations. Emphasizes accurate and thoughtful interpretation within the context of other data collected and linkages to school-based interventions.

T EDUC 502 Learning About Learning (3 credits)

Examines theories of learning including behavioral, cognitive, constructivist, and sociocultural. Expands understanding of the psychological and socio-psychological contexts within which students learn. Analyzes and critiques each theory as it applies to education, including teaching, assessments, programming, policy, equity, and intervention. Provides opportunities to enhance professional philosophy and pedagogical knowledge and skills.

T EDUC 503 Assessment Foundations (3 credits)
Introduces psychometric properties of assessment with an emphasis on standardized assessment. Focuses on reducing bias through the ethical selection and interpretation of culturally sensitive assessment measures. Offers applied practice with select standardized and developmental measures.

T EDUC 504 Understanding Educational Research (3 credits)
Introduces students to research in education. Provides students the opportunity to review and critically analyze multiple types of educational research reflecting diversity in topic and researcher lens. Emphasizes the evaluation of research with a critical eye towards the research process, including positionality, methods, interpretation, and generalizability.

T EDUC 520 Equity and Justice in Educational Practice (3 credits)
Covers theory and research related to diversity, equity, and inclusion with youth, families, schools, tribes, and communities. Helps educators create socially just curricula and practices, promote student success, advocate for social justice, and support their own personal growth and understanding of the role power, privilege and oppression play in schooling. Facilitates knowledge, methods, and skills necessary to develop anti-racism, along with decolonizing, culturally responsive, and gender-inclusive education practices.

T EDSP 539 Introduction to Exceptionalities (3 credits)
Provides overview of educationally related exceptionalities with focus on recognized categories for special education eligibility. Examines the nature of exceptionalities and intersections with facets of identity including social, cultural, race, gender, and linguistic differences. Critiques and evaluates theory and practice as related to equity, culturally responsive programming, advocacy, collaboration, and service delivery options.

T EDUC 540 Multi-tiered Systems of Prevention & Intervention in Schools (3 credits)
Develops an understanding of multi-tiered systems of supports (MTSS) in schools and how they can promote positive and inclusive environments and learning outcomes. Emphasizes theories of change including facilitators and barriers to effective and sustained multi-tiered models and approaches. Includes team facilitation skills, including those necessary for effectively leading schoolwide MTSS efforts. Discusses current literature in equity-centered social, emotional, behavioral, and academic systems that engage the voices and partnership of stakeholders, use data to inform the selection and implementation of prevention and early intervention programming, and promote meaningful outcomes for students across diverse needs and identities, including general and special education.

T EDSP 541 Reading Methods and Interventions (3 credits)
Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts.

T EDSP 542 Classroom and School Behavior Support Systems (3)
Provides theory and research-based methods for creating safe and equitable classroom and school environments that support wellbeing and academic engagement. Emphasizes multi-tiered systems of prevention that are culture and identity-affirming. Builds the capacities of educators to develop

equity-centered classroom management structures and collaborate in school teams that promote an environment in which all students thrive.

T EDSP 543 Math Methods and Interventions (3 credits)
Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts.

T EDSP 544 Special Education Assessment & Evaluation[Fee] (3 credits)
Prepares school psychologists and special educators for ethical and culturally sensitive academic assessment and interpretation. Focuses on the appropriate selection, administration, and scoring of individually administered academic assessments, progress monitoring tools, and other academic assessments for diverse student populations. Emphasizes interpretation within the context of other data collected and linkages to school-based interventions.

T EDSP 545 Individualized Supports for Students with Emotional & Behavioral Challenges (3 credits)
Provides a theoretical basis for supporting youth with emotional and behavioral challenges. Biological, cultural, developmental, and social influences are addressed. Includes evidence-based strategies to support academic and social learning, functional behavior assessment and individualized positive behavior intervention plans. Strategies for engaging with families to enhance outcomes for students are discussed.

T EDSP 546 Collaborative Consultation with Schools, Families, & Communities (3 credits)
Provides a comprehensive understanding of theory and research in school-based consultation at the individual and organizational levels. Emphasizes models that are culturally affirming, equity-centered, collaborative, and grounded in a problem-solving process. Emphasizes empowering relationships between the consultant, families, professionals in schools, and those in community settings. Applies specific communication and coaching skills that promote implementation of psychoeducational strategies and interventions that are evidence-based and data-informed.

T EDSP 547 Special Education and The Law (3 credits)
Examines the complex set of laws, regulations, and court cases that govern the identification and education of students with disabilities. Provides a comprehensive introduction to various legal issues in special education through the larger context of education, law, equity, and inclusion frameworks.

T EDSP 556 Social and Emotional Learning (3 credits)
Prepares educators to meet the social and emotional needs of primary and secondary students. Addresses theory and practice including evidence-based supports across the universal, targeted, and intensive levels of prevention. Also addresses issues of professional self-care along with the use of mindfulness, connections with nature, service learning, and social action for SEL. Geared toward the promotion of resilience and well-being.

T SPSY 560: School Psychology Practicum & Reflective Seminar I (4 credits)^{Fee}

Focuses on schools and educational agencies as systems. Orients students to the culture of schools and the roles and responsibilities of a school psychologist in service to the school communities, including equitable partnerships with families/caregivers, other professionals working in schools, and community agencies. Draws from ecological, culturally responsive, and strengths-based models of systemic change.

TSPSY 561: School Psychology Practicum & Reflective Seminar II (4 credits)^{Fee}

Focuses on the selection and implementation of effective programming and strategies that promote resilience, reduce risk, and serve students needing supplemental supports in schools. Draws from ecological, problem-solving, and strengths-based models of collaborative consultation. Focuses on interventions implemented within tier two, the secondary level of prevention within multitiered systems of support.

TSPSY 562: School Psychology Practicum & Reflective Seminar III (4 credits)^{Fee}

Focuses on the selection and administration of culturally appropriate assessments for comprehensive psychoeducational evaluations. Utilizes strengths-based methods and collaborative, ecological problem-solving models. Connects evaluation findings with evidence-based strategies. Offers methods and technologies to measure student progress and outcomes. Emphasizes holistic evaluations that lead to culturally responsive and supportive interventions.

TSPSY 601: Internship, Portfolio and Reflective Seminar (5-15 credits)

Offers supervised, culminating field experiences as a school psychologist. Integrates knowledge and skills from coursework through applications in field settings, portfolio, and reflective learning in seminar meetings. Supports comprehensive practices in data-based decision making; consultation; interventions; services to promote supportive schools; collaboration; equitable and evidence-based practices; legal, ethical, and professional practice. Offered Autumn, Winter & Spring.

Special considerations for the assessment coursework

Assessment coursework requires the use of numerous testing and training materials and includes the course fees as indicated. Also, your participation in the assessment coursework in the Ed.S. School Psychology program requires the use of various assessment instruments and testing materials. These materials are kept in West Coast Grocery (WCG) 209. They can be checked out during assessment courses or with the support of one of the School Psychology faculty. Test kit procedures will be covered in each assessment course. Forms for test checkout and agreements for responsible test usage and administration are included in the appendixes of this handbook. Last, the practice test administrations and recordings also require consent. These forms are also included in the appendixes of this handbook.

^{Fee}This course requires a $100 fee for course materials and additional supervision

A typical full-time course of study is offered below.

Year 1	Autumn	Winter	Spring	Summer
	TSPSY 501: Principles & Ethics in School Psychology Practices (3 crs.) **TEDUC 503:** Assessment Foundations (3 crs.) **TEDSP 556:** Social and Emotional Learning (3 crs.) **TEDUC 502:** Learning about Learning (3 crs.)	**TSPSY 548:** Applied Child and Adolescent Development (3 crs.) **TSPSY 549:** Cognitive Assessment of Children & Adolescents (4 crs.) **TEDSP 542:** Classroom and School Behavior Support Systems (3 crs.) **TEDSP 539:** Introduction to Exceptionalities (3 crs.)	**TEDUC 520:** Equity and Social Justice in Educational Practice (3 crs.) **TEDSP 545:** Individualized Supports for Students with Emotional & Behavioral Challenges (3 crs.) **TSPSY 550:** Introduction to Counseling in the Schools (3 crs.) **TEDUC 504:** Understanding Educational Research (3 crs.)	**TEDSP 544:** Special Education Assessment (3 crs.) **TEDSP 547:** Special Education and the Law (3 crs.)
Year 2	**Autumn**	**Winter**	**Spring**	**Summer**
	TEDUC 540: Multi-tiered Systems of Prevention & Supports in Schools (3 crs.) **TEDUC/SP 541:** Reading Methods and Interventions (3 crs.) **TSPSY 554:** Trauma Informed Crisis Prevention & Response in Schools (3 crs.) **TSPSY 560:** School Psychology Practicum & Reflective Seminar I (4 crs.)	**TSPSY 551:** Social, Emotional & Behavioral Assessment (4 crs.) **TSPSY 553:** Group Interventions in the Schools (3 crs.) **TEDSP 546:** Collaborative Consultation with Schools, Families, & Communities (3 crs.) **TSPSY 561:** School Psychology Practicum & Reflective Seminar II (4 crs.)	**TEDSP 543:** Math Methods and Interventions (3 crs.) **TEDSP 552:** Specially Designed Instruction (3 crs.) **TSPSY 555:** Applied Research Design & Analysis (3 crs.) **TSPSY 562:** School Psychology Practicum & Reflective Seminar III (4 crs.)	***No Courses required***
Year 3	**Autumn**	**Winter**	**Spring**	**Summer**
	Internship **TSPSY 601:** Internship, Portfolio and Reflective Seminar (5 crs.)	Internship **TSPSY 601:** Internship, Portfolio and Reflective Seminar (5 crs.)	Internship **TSPSY 601:** Internship, Portfolio and Reflective Seminar (5 crs.)	

The extent to which students have achieved the program learning outcomes and the NASP domains will be assessed throughout coursework, field experiences, Praxis II exam, and portfolio. Once a quarter, student performance will be evaluated by the School Psychology Faculty. During this time, School Psychology Faculty and other course instructors meet to review student progress in courses, work characteristics, and field.

Field Experiences

The fieldwork section in this handbook offers an overview of the practica and internship experiences. For more detailed information, please consult the UWT Ed.S. School Psychology Internship and the UWT Ed.S. School Psychology Practicum handbooks.

This program offers structured and sequenced field activities aligned with the program conceptual framework. Through field experiences, candidates attain an understanding of the role of school psychologists as social justice advocates and change agents in school systems; engage in effective, collaborative consultation in academic and behavioral interventions at the level of the classroom, group, and student; and engage in evidence-based, mental health services with students. In the second year of the program, candidates complete three quarters of practica, and in the third year, candidates complete three quarters of internship. These field experiences offer gradually more complex and autonomous experiences for candidates.

All field experiences are connected to NASP practice domains, with the internship requiring an integration of all 10 Practice Domains. Both practica and internship are completed for academic credit. We systematically apply performance-based evaluations to assess candidates' professional work characteristics and development of professional competencies. Candidates will be assessed each quarter by site-based supervisors and program faculty in the NASP practice domains during practicum and internship quarters. Candidates will also self-assess their performance.

We purposefully sequence and integrate our coursework so that foundational courses are offered first, and then more advanced, discipline-specific coursework builds on these foundational skills. We work with our school partners to ensure our conceptual framework guides the field experiences and to align coursework with in-field experiences. We ensure quality supervision during all field-related experiences through careful selection of site-based supervisors; clear communication of expectations for supervision by UWT faculty and staff to site-based supervisors (through e-mail communication from UWT, orientations, posting requirements in program handbook and on the program website); and regularly obtaining candidate, faculty, and staff evaluations of all field supervisors.

Students must provide evidence of sufficient progress in the program and completion of requisite coursework to be approved for practicum and internship. Students are reviewed at the end of the spring quarter in year one and year two for practicum and internship candidacy, respectively. Evaluation data to determine sufficient progress includes coursework, UWT Professional Work Characteristics, and practicum rubrics. Practica and internship are completed for academic credit, taking four (Practia) or five (Internship) credits per quarter of experience (27 field credits total).

Practica

In the second year of the program, candidates complete three quarters of practica. Practicum prerequisites include the successful completion of assessment and counseling coursework and demonstrated ability to engage in collegial, ethical behavior as determined by NASP and WAC. The practicum quarters are designed to provide candidates with intentional and sequenced experience

with multi-tiered systems of supports (MTSS), and the coursework is sequenced so that it supports the practica along with the different levels of prevention and service delivery.

Practica offer a continuum of experiences based on multi-tiered systems of supports and are coupled with coursework, allowing candidates opportunities to apply learnings more readily, creating an effective and meaningful learning and feedback loop. Tier one, universal prevention, is the focus of the first practicum experience (autumn, year two). In this experience, candidates observe multi-tiered systems in schools and engage in systemic needs assessments and strategic planning. In the winter, the focus shifts to tier two, strategic supports or secondary prevention, with candidates engaging in consultation and group interventions. In the spring, candidates engage in more involved psychoeducational assessment and interventions, with an emphasis on more complex and individualized (tier three) supports.

Field experiences are coupled with reflective seminars, allowing for more opportunities for in-depth, guided reflection, group discussion, and faculty and peer feedback. The reflective seminars are designed to promote knowledge and skills integration and continuous learning through critical analysis and reflection of practices applied. During reflective seminars, candidates engage with their peers and instructors to collaborate and problem-solve situations they are experiencing and the efficacy of potential strategies. They also analyze practices, including underlying theory and research. Through discussion, reflection activities, and readings, candidates reflect and gain insight into their values, biases, interpersonal interactions, and advocacy. Candidates will be assessed each quarter by site-based supervisors, the candidate, and program faculty in each of the applicable NASP practice domains during each practicum experience.

Internship

Candidates complete three quarters of internship in year three of the program. All field experiences are connected to NASP practice domains, with the internship requiring an integration of all 10 Practice Domains. During the internship, candidates are required to engage in an integration of these multi-tiered practices, including participating in systemic change, classroom-level collaborative consultation, and direct services with children and adolescents. The internship is viewed as a full-time, culminating educational experience, and interns are required to operate more autonomously, as compared to practica experiences, within their new system and role as a school psychology intern.

The primary purpose of the internship is to educate interns and provide a range of appropriate and comprehensive experiences in the school setting, and service to a school district is secondary to training. Candidates and supervisors must ensure the school practices and structures are in alignment with the program conceptual framework, NASP Practice Model, and expectations of the internship experience.

The internship consists of a full-time academic year (1,200) hours and is supervised by a school psychologist who meets the standards set forth by NASP and the Washington Professional Educators Standards Board (PESB) as well as UWT School Psychology program faculty. The internship may be extended to two years for part-time interns. The university maintains contact with interns through a minimum of one individualized contact per quarter (on-site or online school visit).

Additionally, the internship seminar offers a space for interns to reflect and discuss experiences and receive mentorship from faculty and peers. The internship offers interns a variety of quality experiences. During the internship, the candidate will also be required to complete case studies.

Similar to the practica experiences, students will engage in reflective seminars in order to engage in guided reflection and critical analysis of their work within the school settings. Students undergo systematic performance-based evaluations to assess their professional work characteristics and development of professional competencies. Candidates will be assessed each quarter by site-based supervisors, the candidate, and program faculty in each of the NASP practice domains during each internship quarter. Similar assessments are conducted for the internship experience as for the practica (candidate, supervisor, and program faculty), but with higher expectations that require a more sophisticated integration of knowledge and skills across all 10 NASP Practice Domains.

Praxis in School Psychology (5403) Exam

Students in this program are required to take the School Psychology Praxis Exam prior to completing internship. This multiple-choice exam is offered through ETS and it is required for National Certification in School Psychology (NCSP) credential. Students must achieve a score of 155 or higher on the Praxis II 5403 to meet the requirement for graduation from this program. Individuals who meet requirements for the NCSP typically meet or exceed the requirements for initial credentialing in almost all states. If you need support on test-taking strategies, please contact your academic advisor, who will direct you to resources off and on campus on Praxis II or standardized testing support. Also, the Praxis exam is discussed during your internship seminar. https://www.ets.org/praxis/nasp.html

Portfolio

The culminating portfolio provides an opportunity for you to showcase your evidence of field-based experiences and professional competencies organized around the 10 NASP Practice domains. Your portfolio will include:
1.   Resumé/CV,
2.   Praxis Exam in School Psychology (5403) score,
3.   Practicum and Internship activities & verified hours,
4.   Practicum and Internship Candidacy forms
5.   Practicum Rubrics (Autumn, Winter & Spring),
6.   Internship Rubrics (Autumn, Winter & Spring),
7.   UWT School Psychology Work Characteristics and Reflection,
8.   Professional Philosophy & Identity Statement, and
9.   Selected assignments that demonstrate competency across all 10 NASP practice domains, and
10.   Professional Growth Plan (guided by the NASP Self-Assessment).

Your portfolio will also include case studies that demonstrate integration of all practice domains in school psychology. Case studies will be used as a comprehensive, performance-based assessment of candidate abilities. These case studies also demonstrate candidate knowledge, skills, and

dispositions as applied in their field placements. One case study may be conducted during practica and is submitted and evaluated as part of the portfolio by the end of year two. The other case studies must be completed and submitted during internship. The case studies are included in the candidate's portfolio that is summatively evaluated by faculty prior to the completion of the program.

The case study is constructed according to the 10 NASP practice domains and the UWT School Psychology program philosophical framework and values. The case study expectations will follow NASP guidelines. Candidates will be required to submit case studies that employ a problem-solving process. You will be asked to highlight cases that use data to guide the selection, implementation, and evaluation of evidence-based practices. Case studies must contain equity-centered, assets-based language, and focus on problems that are malleable/alterable. They must also include efforts to collaborate and partner with family, school, and/or community-based individuals. Case studies include a rationale, operationally defined problem(s) and problem analysis, and attainable goals that are clearly linked to the problem analysis and intervention timeline. Case studies must also include outcomes and a discussion of the outcomes. Candidates must have collected data systematically and consistently and have used those data to inform their decisions.

The case studies will be assessed by program faculty using the NASP Case Study Rubric. This tool assesses the following four areas:
1. Elements of an Effective Case Study
2. Problem Identification
3. Problem Analysis
4. Intervention

The NASP Professional Growth Plan (PGP) template assists school psychologists in creating a proactive, structured, and data-based plan of activities to support professional development and growth. The PGP template identifies up to three specific goals within each area of (1) knowledge, (2) skills, and (3) professional work characteristics and includes relevant NASP domains for each goal. In creating your plan, you will: Identify relevant NASP domains for each goal; include a rationale for the identification of these goals along with the evidence, data, or reasons you have for selecting these goals; discuss how each goal will be evaluated, and how you expect your practice to change accordingly. You must also include action steps to achieve goal(s) identified and include specific activities as action steps, timeline, and resources needed.

The Culminating Portfolio Evaluation Rubric includes specific requirements and evaluation criteria for the components of the portfolio. The *UWT Ed.S. School Psychology Practicum and Internship Handbooks* include this evaluation rubric along with additional information about the portfolio elements.

General Policies and Expectations at UWT

Student Conduct Code
Pursuant to chapter 34.05 RCW and the authority granted by RCW 28B.20.130, the Board of Regents of the University of Washington has established the following regulations on student conduct and student discipline. The Student Conduct Code should be viewed and understood by all members of the university community. You can find the Student Conduct Code at:
https://apps.leg.wa.gov/WAC/default.aspx?dispo=true&cite=478
Questions should be directed to the Department of Student Services.

Classroom Civility
All classes and activities on the UWT campus are about learning, which often involves the exchange of ideas. However, the tone and intention behind that exchange are important. Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

Registrar
The course time schedule, information on course drop, withdrawal, and registration dates, tuition policies, and the academic calendar can all be found on the UWT Registrar page under Student Resources. https://www.tacoma.uw.edu/uwt/registrar

Student Conduct & Academic Integrity
University of Washington students are expected to practice high standards of academic and professional honesty and integrity. As defined in Student Governance Policy, Chapter 209 Section 7.C.: http://www.washington.edu/admin/rules/policies/SGP/SPCH209.html#7

Academic Misconduct: https://www.tacoma.uw.edu/student-conduct/academic-misconduct

Transferring Credits
The UW system allows a maximum of 6 quarter credits of graduate level coursework for transfer credit, provided they meet specified requirements. More information can be found in Policy 1.1: Graduate Degree Requirements: https://grad.uw.edu/policies-procedures/masters-degree-policies/transfer-credit/

Electronic Devices
Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session. Check with your school/program about their electronic devices policy, or to see if it's at the discretion of the instructor.

Religious Accommodations
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy: https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form; https://registrar.washington.edu/students/religious-accommodations-request/

Inclement Weather
Always check the UWT Home Page: www.tacoma.uw.edu. Official campus closures or delays will be announced there first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class(es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information."

Technology Requirements
How to be a successful digital learner: To do well, your technology should be reliable and fast. Your hardware should be up-to-date. Your machine should be protected from viruses. You should use secure passwords and know the site and sender when being asked to download a file. These are your responsibilities, as your online instructor won't be able to help you with your own, unique technology problems. https://www.tacoma.uw.edu/digital-learning/becoming-more-successful-online-learner

UW Tacoma Email Policy
Students must use their UW email for all University correspondence.
https://www.tacoma.uw.edu/uwt/it/email

Bias Incident Reporting Website
A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.
https://www.tacoma.uw.edu/reportbias

School Psychology Resources

There are several professional organizations for school psychologists at a regional and national level. You are encouraged to join these organizations and attend their conferences and conventions in order to immerse yourself in this field and network with other professionals. We encourage our graduate students to attend, volunteer, and/or present at these conferences as a solo presenter, with peers, and/or with school psychology faculty.

National Association of School Psychologists (NASP)
NASP is a national professional organization that represents school psychologists, graduate students, and related professionals as well as the national accreditation agency for school psychology programs. NASP holds an annual convention as well as yearly smaller conferences that provide advanced training opportunities for school psychologists and related professionals. These also provide wonderful opportunities to network within the field and learn more about school psychology practices both nationally and internationally. https://www.nasponline.org

NASP also offers the Nationally Certified School Psychologist (NCSP) credential that recognizes school psychologists who meet rigorous standards for graduate preparation and continuing professional development. https://www.nasponline.org/standards-and-certification/national-certification

Washington State Association of School Psychologists (WSASP)
WSASP is a regional state association for school psychologists. WSASP holds an annual conference and a spring lecture series that provides training opportunities for school psychologists from the region. These conferences provide a wonderful opportunity to network with local school districts and other school psychologists. https://www.wsasp.org

Support Resources

Academic Support

Teaching and Learning Center (TLC)
The UWT Library provides resources and services to support students at all levels of expertise. They guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For assistance or to schedule an appointment, visit the Reference Desk in the Library or email tacref@uw.edu. For more information about the Library and its services, see http://www.tacoma.washington.edu/library

Research Support
Assistance starting a research project is available through the library tacoma.uw.edu/node/21865
Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.

Teaching and Learning Center (TLC)
The TLC supports UWT students through individual tutoring, peer mentors and consults, workshops, and support for writing, research, and language. http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center

Disability Resources for Students (DRS)
DRS supports students with disabilities through offering resources and support
https://www.tacoma.uw.edu/drs

Information Technology
Information Technology provides access to technology, resources, computing and media facilities, software, hardware, as well as assistance with logging in, UW NetID, Canvas, and general network support http://www.tacoma.uw.edu/information-technology

Other Types of Supports

Center for Equity & Inclusion (CEI) (WCG 104)
The CEI offers resources and support regarding diversity, equity, inclusion, and social justice issues. They help support a variety of groups on campus and offer a monthly schedule of events. https://www.tacoma.uw.edu/equity/home

Psychological & Wellness Services (PAWS)
Provides confidential mental health counseling and related services for currently enrolled UW Tacoma students at no additional costs. We also provide consultation to faculty, staff, and university student families. https://www.tacoma.uw.edu/paws

Student Health Services
Free and/or discounted health care services for students are available through Student Health Services. https://www.tacoma.uw.edu/uwt/student-health

Veteran & Military Research Center (VMRC)
The VMRC offers resources through support and referrals for campus or community programs for students who are veterans or dependents of veterans. https://www.tacoma.uw.edu/uwt/vmrc

Queer Community Supports
Oasis Youth Center https://devoasis.dreamhosters.com and Rainbow Center https://www.rainbowcntr.org are two resources that provide support and community for students who identify within the LGBTQ2SA community.

The Pantry
The pantry supports students by providing food and hygiene items to UWT students in need and their families. https://www.tacoma.uw.edu/thepantry

Child Care Assistance Program (MAT 103)
Students who are parents are encouraged to take advantage of the resources provided on campus, including the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family-Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit https://www.tacoma.uw.edu/uwt/cfss

Student Advocacy and Support
The Office of Student Advocacy and Support provides referral and support services to students. Using a case management model, students are assisted in navigating on and off campus resources. The purpose of this office is to assist students in developing strategies to overcome and address barriers that prevent them from achieving their educational and life goals.
https://www.tacoma.uw.edu/advocacy

Campus Safety & Security
Information on UWT campus safety measures and supports can be found on their website.
https://www.tacoma.uw.edu/uwt/fa/safety
Safety Escorts
Safety escorts are available 24 hours a day, 7 days a week. Call the main office line at 253-692-4416.
UW Alerts
Sign up to receive UW safety alerts via text and/or email. https://www.tacoma.uw.edu/fa/safety/uw-alert

Safe Campus
The Safe Campus website provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment. https://www.washington.edu/safecampus/

Concluding Statements

On behalf of the University of Washington Tacoma, the School of Education, and the South Puget Sound school communities, we congratulate you and welcome you into this competitive Ed.S. School Psychology program. We thank you for choosing this field and this rigorous and innovative new program. We look forward to supporting your journey into your new career as a school psychologist! We're glad you're here!

Cordially,

R. Endo

Rachel Endo, Ph.D.
Dean, School of Education

Laura Feuerborn

Laura Feuerborn, Ph.D., NCSP
Professor, Director of Ed.S. School Psychology

Ed.S. School Psychology Program Handbook Student Attestation

By my signature, I indicate that I have read and understand the information contained in this handbook and agree to adhere to the policies herein. These include the conceptual and philosophical framework of the program, the ways in which data are used to improve the program, how the NASP standards fit into the program structure, the major degree requirements, the communication processes and opportunities for student voice, and the required professional work characteristics. I also understand where I can go for help and locate additional resources.

Student name (printed):

Student signature:

Date:

Appendix A: Test Materials Agreement Form

TEST MATERIAL AND RESOURCES

School Psychology Program Materials Check out Policy

Your participation in the assessment coursework in the Ed.S. School Psychology program requires the use of various assessment instruments and testing materials. These materials are kept in the closet of West Coast Grocery 209. They can be checked out during assessment courses or with the support of one of the School Psychology faculty. Test kit procedures will be covered in each assessment course.

Rules for using the test materials are as follows:

- You must **check out the material** if you access it in any way.
- Immediately **check the kit for all pieces** prior to checking it out.
- **Check the kit for all pieces prior to returning** it. The person to have the kit last will be responsible for any missing pieces.
- **Do not** let the test kit out of sight or leave unsecured at any time.
- Test kit materials are copyrighted- **do not share** the materials with others.
- Check out each kit **only when you are planning to use it**, and all kits should be returned with 4-7 days or upon faculty request.
- All pieces must **always remain with the full kit**. Do not separate pieces of any test kit for any reason.
- **Do not copy** any copyrighted material, including test kit pieces, manuals, testing protocols, etc.

If these rules are violated, one or more of the following consequences will apply:

- If any pieces are missing from a test kit, the last person having possession of the kit must replace missing items or will be billed for the cost of the replacement piece(s). Reimbursement must be remitted within 3 months.
- Students taking test materials without following the check-out protocol will lose test check-out privilege for two weeks. They must rearrange their test use plans to accommodate the timing. The student will also receive an unacceptable quarterly rating on ethical responsibility.
- If one or more pieces from a test kit are found in a different test kit, the student in possession of those kits will lose the privilege of checking out more than one set of materials at a time for one quarter. The student will also receive an unacceptable quarterly rating on ethical responsibility.

School Psychology Program Materials Check out Policy

Test Materials Agreement
In effect for the academic year 2022-2023

With my signature, I am agreeing to the following:

- I will check out any test material I am using, even if I am remaining in the classroom.
- I will immediately check the kit for all pieces prior to checking it out.
- I will always maintain control over any test materials checked out to me. I will not leave a test kit unsecured. I will keep the test kit components together at all times.
- I will not share kits with anyone outside the program or show copyrighted materials to others.
- I will check the kit for all pieces prior to returning it.
- If any pieces are missing, I understand that I am responsible for replacing the piece(s) or paying the cost of reimbursement for the missing piece(s)
- I will not copy any test materials or copyrighted material

Printed name _____

Signature _____Date _____

Appendix B: Consent for Test Administration

Consent for Participation in Testing Activities

With my dated signature, I agree to participate in the psychoeducational test listed below. If the test is for my child, I am consenting to allow my child to participate in the testing activity. I understand that this assessment will be conducted by a graduate student examiner. I further understand that all information gathered will be strictly confidential and will not be released.

Because graduate students in this program are learning to administer these tests, the reliability and validity of the test results are unknown. Therefore, I understand that test results will neither be discussed with me nor released to me. Names will be removed from all records and the professor will not be aware of the identity of the individuals being assessed when these results are reviewed. I understand that all records will be destroyed when no longer needed to fulfill course requirements.

By signing below, I agree to participate in this assessment to help student examiners learn how to administer, score, and interpret assessment instruments. If I have any questions or concerns, I understand that I may contact the professor, Dr. Kawena Begay, at begayka@uw.edu.

Adult/Parent/Guardian Name: Child/Adolescent's Name (if appropriate):

_____   _____

Parent/Guardian Signature: Date:

_____   _____

Student Examiner Signature: Test Name:

_____   _____

Appendix C: Consent for Test Administration with Recording

Consent for Participation in Testing Activities with Recording

With my dated signature, I agree to participate in the psychoeducational test listed below. If the test is for my child, I am consenting to allow my child to participate in the testing activity. I understand that this assessment will be conducted by a graduate student examiner. I further understand that all information gathered will be strictly confidential and will not be released.

Because graduate students in this program are learning to administer these tests, the reliability and validity of the test results are unknown. Therefore, I understand that test results will neither be discussed with me nor released to me. Names will be removed from all records and the professor will not be aware of the identity of the individuals being assessed when these results are reviewed.

Each graduate student is required to record one administration in order to receive feedback on standardized administration techniques. Graduate students will use HIPAA-compliant software provided through the University of Washington Tacoma. This recording will be viewed by one other graduate student and the professor for the purposes of providing feedback to the graduate student. Only the professor will review the test results.

I understand that all records will be destroyed when no longer needed to fulfill course requirements.

By signing below, I agree to participate in this assessment to help student examiners learn how to administer, score, and interpret assessment instruments. I am also providing permission for the graduate student to record the administration. If I have any questions or concerns, I understand that I may contact the professor, Dr. Kawena Begay, at begayka@uw.edu.

Adult/Parent/Guardian Name: Child/Adolescent's Name (if appropriate):

_____   _____

Parent/Guardian Signature: Date:

_____   _____

Student Examiner Signature: Test Name:

_____   _____