



SCHOOL PSYCHOLOGY (EdS)

UNIVERSITY *of* WASHINGTON | TACOMA

School of Education

EdS School Psychology Graduate Student Handbook 2025-2026



All policies and procedures in this handbook are applicable to all students within the EdS School Psychology program. This handbook is subject to change, due to changes in accreditation, program, or university policies or requirements. Students will be notified when changes are made.

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Introduction

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



This program is accredited by the National Association of School Psychologists (NASP). This full accreditation status is valid from August 1, 2025, to August 1, 2032. In their report, NASP reviewers underscored numerous program strengths, such as how social justice practices "permeate the curriculum of the program," a strong commitment to the community, and clear focus on prevention, mental health, social-emotional learning, culturally responsive assessment, and systemic change.

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

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

Upon successful completion of the coursework, program field experiences, Capstone Portfolio, and obtaining a passing score on the Praxis II in School Psychology, you will receive an EdS degree and a recommendation from UW Tacoma for the Washington State Educational Staff Associate (ESA) certificate in School Psychology.

We look forward to our work together!

University of Washington Tacoma

UW Tacoma is an urban-serving university providing access to students in a way that transforms families and communities. We impact and inform economic development through community-engaged students and faculty. We conduct research that is of direct use to our community and region. And, most importantly, we seek to be connected to our community's needs and aspirations.

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, UW Tacoma:

- 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



We believe this is best represented as a compass where access is at the heart of everything we do.

The UW connection

Created in 1990, UW Tacoma is one of three campuses that make up the University of Washington, which was founded in 1861. Each campus shares a dedication to excellence and the same faculty hiring standards and high standards of social responsibility while offering unique educational experiences.

Students

More than half 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.

We offer over 50 undergraduate degree programs and options, 15 graduate programs, and a variety of professional development courses and certificates.

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.

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.

Land Acknowledgment

The UW Tacoma community acknowledges that we learn, teach, work and live on the ancestral land of the Coast Salish people. In particular, our campus is situated on traditional lands of the Puyallup Tribe of Indians. We recognize that this is a difficult and painful history, and we understand we must play an active role in remembering, not just what happened to Indigenous communities; post settlement, but also the rich history that existed long before colonization. This land acknowledgement is one small act in an ongoing process of honoring the past while working together with local Tribes to build a more inclusive and thoughtful community.

UW Tacoma General Policies and Expectations

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 UW Tacoma 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 UW Tacoma Registrar page under Student Resources. <https://www.tacoma.uw.edu/registrar/student-resources>

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>

<https://www.tacoma.uw.edu/student-conduct/academic-misconduct>

Transferring Credits

A maximum of 6 quarter credits of graduate-level coursework taken at another recognized academic institution may be transferred and apply to UW degree requirements, when acceptable to the graduate program and the Graduate School. <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

It is the policy of the University of Washington to reasonably accommodate students' religious observances in accordance with [RCW 28B.137.010](http://www.wa.gov/RCW/28B/28B.137.010).

The law requires that educational institutions must develop policies to accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences. 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 found on the Religious Accommodations Policy page.

Inclement Weather

Sign up for UW Alerts and always check the UW Tacoma Homepage: www.tacoma.uw.edu. Official campus closures or delays will be announced through email/text (if signed up for UW Alerts) or the UW Tacoma homepage first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.

UW faculty, staff and students in Bothell, Seattle, Tacoma and at UW Medicine can [subscribe](#) to receive UW Alert messages via text and email, 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 student contacted the professor and checked the UW Tacoma homepage and 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 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://grad.uw.edu/current-students/u501-graduate-school-orientation/>

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

After you accept your offer of admission, you are required to send final official transcripts and degree documents to Graduate Enrollment Management Services (GEMS). Scanned copies of transcripts uploaded with your online application are not considered official.

Official transcripts should be sent as soon as your coursework and conferred degree are recorded on the transcript. Any delays may impact your ability to register for future terms.

All documents submitted to the GEMS office become the property of the University. Documents will not be returned, and copies will not be released to students or third parties.

Note: Students with a UW degree do not have to submit official transcripts. You may be required to submit official transcripts from all other selected institutions within your Application Portal, if applicable. More information found on the Graduate School's Official Transcript Requirements page: <https://grad.uw.edu/prospective-students/how-to-apply/requirements/send-your-final-official-transcripts/>

Delivery Methods (Preferred Methods)

Parchment: Visit www.parchment.com to request your transcript.

- 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".
- Do not send electronic transcripts to any email address.

National Student Clearing house:

Visit www.studentclearinghouse.org to request your transcript

- Recipient: "University of Washington"
- Recipient email: gemsdocs@uw.edu

World Education Services (WES) International Credential Advantage Package (ICAP)

Evaluation: Visit www.wes.org to request a credential evaluation, which includes verified copies of your official transcripts and degree certificates.

- To electronically submit your WES ICAP to the University of Washington, follow the instructions provided by WES
 - Recipient: "University of Washington"
 - School/Division: "Graduate Admissions (Seattle/Bothell/Tacoma)"
- GEMS will not accept WES Basic or any other credential evaluation to fulfill this requirement.

GEMS's assessment of a U.S degree equivalency may differ from what is listed on your WES evaluation.

Other Methods

If you cannot obtain official transcripts using one of the preferred methods, we will accept documents sent directly by the issuing institution by mail, Traditional Paper Transcripts.

- If your institution will mail a physical document, it must be in an official sealed envelope and the "sender" on the envelope must be your institution.

Mail official transcripts to:

Standard Mail

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

Express Mail

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

If you are unable to have your documents submitted by any of the above methods, contact the Graduate Enrollment Management Services (GEMS) at uwgrad@uw.edu to discuss potential options for your situation.

Email

If your official transcript cannot be sent electronically or by mail, a school official can email transcripts to gemsdocs@uw.edu as a PDF file attachment.

- The sender's email address must be associated with the sending institution. Transcripts sent from Gmail, Yahoo or other generic email providers will not be accepted.
- The body of the email must be in English or include an English translation.
- **Do not email gemsdocs@uw.edu** with questions as this is a no-reply email account.

Not Accepted

The following documents are not considered official when:

- Uploaded within the online application
- Sent as email attachments by someone other than a school official
- Mailed or physically delivered by the student or department. The envelope has been

opened.

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 their official UW 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. Information also found here: <https://www.tacoma.uw.edu/it/email>.

New Student Information

Husky ID Cards

The Husky ID Card is the official identification card for members of the UW Tacoma community and it can be used at all three campuses. The Husky Card provides access to buildings and restricted parking lots, opportunities and services, including campus libraries. <https://www.tacoma.uw.edu/registrar/husky-id-card>

UW Tacoma Office of the Registrar

Phone: (253) 692-4913

Email: reguwt@uw.edu Location: Mattress Factory Building 251 Hours: varies by quarter. Visit their home page for specific details and information <https://www.tacoma.uw.edu/registrar>

Program Plan

The School Psychology Educational Specialist (EdS) Program plan outlines students' quarterly course of study and timeline for completing all program requirements. Candidates following the full-time cohort-based program may locate a copy of the corresponding pre-determined program plan on the EdS website: <https://www.tacoma.uw.edu/soe/sp/course-schedule>. 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/policies/reinstatement/>

Reviewing the Time Schedule

The UW Tacoma Time Schedule lists credit classes offered at the University of Washington Tacoma Campus. It is updated regularly 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 Tacoma Time Schedule may be viewed online here: <https://www.washington.edu/students/timeschd/T/>

New Students will receive information about registering for their first quarter courses prior to the New Student Orientation, via email by the program's advisor, or during their new student advising appointment. Registration for courses is completed online via the registration screen in your MyPlan or Register.UW. <https://www.tacoma.uw.edu/registrar/registration#permalink-15488>

Obtaining Entry Codes

Most courses in the School of Education *do* 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 Register.UW. Below is a summary of relevant times for adding and dropping courses during a quarter. However, it is best to consult the Registration Resources / Time Schedule for the most accurate information.

Registration Resources / Time Schedule: <https://www.tacoma.uw.edu/registrar/registration>

- Week 1 – you may add and drop classes for any reason, if you are already registered for classes. 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 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** – 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 Current Quarter Drop period, using Register.UW. To drop more than one class during the Current Quarter 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. <https://www.tacoma.uw.edu/registrar/current-quarter-drop>
- **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).

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). <https://www.tacoma.uw.edu/registrar/former-quarter-drop#accordion-panel-15152>

Course Material Policy

Candidates have the responsibility to check with the UW Tacoma Shop (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 UW Tacoma 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 3rd 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>

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. An Incomplete cannot 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. An Incomplete may be given as indicated above with the exception that an incomplete received by the graduate student does not automatically convert to a grade of 0.0, but the "I" will remain as a permanent part of the student's record.

Credit/No Credit (CR/NC)

Capstone, fieldwork and reflective seminar courses are offered a grade of 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.

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

The School of Education follows UW Tacoma's and UW's general policy for grade appeals, but with more specific guidance. Students enrolled in different academic units (e.g., double-majoring or double-minoring, taking elective courses in another program) must follow the home unit's grade appeal policy, which may differ from the UW Tacoma School of Education. Click on the following link to learn more about UW Tacoma's Grade Appeal Policy:

<https://www.tacoma.uw.edu/uwt/registrar/grading-policy>

Visit the following link to the School of Education's Grade Appeal webpage, with instructions and online submission form:

<https://www.tacoma.uw.edu/soe/student-grade-appeal-submission>

Academic Grievance

Graduate students who believe they have been subjected to unfair treatment in the administration of academic policies must follow the grievance procedure established within their school, college, or campus.

Note that the following areas have their own procedures and policies:

- Students contesting individual grades or academic evaluations should refer to the Grade Appeal information above.
- Students who believe they have been discriminated against on the basis of race, religion, color, creed, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or veteran should refer to the Resolution of Complaints Against University Employees Procedure contained in [University of Washington Administrative Policy Statement 46.3](#).
- Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the Student Conduct Code contained in the [Student Policies Chapter 209](#) and [Chapter 478-120 WAC](#).

What will not be reviewed:

1. **Academic alerts or warning notices from a program:** as these are preventive and supportive measures to retain students, these notifications are not grievable.
2. **Interpersonal conflict-** see the School of Education's resource page for protocol resources on conflict resolution. <https://www.tacoma.uw.edu/soe/raising-concerns-and-questions>

Appeal on grounds of procedural uniformity

Within 15 business days of the conclusion of the school-level grievance procedure, a graduate student may file an appeal with the dean of The Graduate School alleging a lack of procedural uniformity in the unit's application of their grievance procedure. The complaint must be initiated by a written statement that indicates the exact nature of the non-uniformity including the date(s) the action(s) occurred; the deviation of the grievance procedure from the unit's documented procedure, EO 58, or from other applications of grievance procedure within the unit; and the relief requested. The statement should also include a description of the results of the unit-level procedure, as well as any background information that the student deems pertinent to the complaint.

Graduate School Associate Deans or Directors will review the appeal, consult with the unit and allow a written response, and recommend to the Graduate School Dean whether further action is warranted. Evaluation criteria will be whether the unit-level grievance procedure is clearly articulated and available to all students, as well as whether it was uniformly applied in the student's case. The Dean of the Graduate School or their designee will notify the student and academic unit leader within 15 business days during an academic quarter of submission of the formal complaint by the student of their determination and any recommended remediation.

ALLEGATIONS OF BIAS & DISCRIMINATION

If you have concerns about bias or discrimination, please refer to the following resources, or contact your academic advisor (note: you may pursue different procedures at any time, including concurrently):

1. UW Tacoma Bias Incident Reporting: <https://az1.tacoma.uw.edu/multi/bias/landing>
2. UW Office of Civil Rights: <https://www.washington.edu/cr-investigations/>

Note: *some extensions to the timelines in this procedure may need to be extended due to emergencies, unusual circumstances, or university holidays. If a delay is expected, the student will be notified in writing of any delays by the School of Education.*

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— *As an urban-serving university, we:*

Expand access to higher education in an environment where every student has the opportunity to succeed

Foster scholarship, research and creativity to address the challenging problems of our time and place

Partner and collaborate for common good

Catalyze the economic and social vitality of the region

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—*UW Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery*. We embrace the UW Tacoma 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 UW Tacoma 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.

Academic Performance and Progress

This section articulates policies for the academic performance and progress of graduate students, including guidance on appropriate processes for cases where student academic performance does not meet program expectations.

Students in the EdS program are expected to meet *UW Tacoma EdS School Psychology Professional Work Characteristics* for admission and continuation of their graduate study. In coordination with the academic advisor, EdS 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 UW Tacoma School Psychology Professional Work Characteristics.

UW Tacoma 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 EdS Faculty will review the concern, make appropriate recommendations, and determine next steps. The EdS Faculty may bring the case to the School of Education Elected 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 is also determined by the successful completion of EdS degree program requirements, including the Capstone Portfolio and Praxis in School Psychology exam.

1. Non satisfactory progress may include:
 - a. Incomplete grades that carryover for more than one quarter
 - b. An accumulation of more than two courses for which incomplete grades were given
2. Performance during course work and in the field
3. Nonadherence to the UW Tacoma EdS School Psychology Professional Work Characteristics during coursework, field, program meetings, and other meetings or program-related gatherings.

Communicating performance and progress requirements

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: <https://grad.uw.edu/policies/3-7-academic-performance-and-progress/>

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 and/or failing to uphold the UW Tacoma EdS School Psychology Professional Work Characteristics 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.

Academic Notification

Where a candidate's final GPA within the course(s) falls below 2.7, the cumulative GPA falls below a 3.0, and/or Faculty review finds cause for concern in other performance indicators, the candidate will receive an academic notification and a plan for improvement. The faculty will notify the candidate in writing of a change in status, a plan for improvement and continuance, and the timeline in which they must regain satisfactory standing. The academic advisor will notify the candidate in writing of the Program's and Graduate School's policy. 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.

Academic Notifications are optional in the Academic Performance & Progress process and are managed internally by the program with a goal of resolving problems before escalating to Academic Alert.

Academic Alert & Final Academic Alert

Where a candidate's final GPA within the course(s) falls below 2.7, the cumulative GPA falls below a 3.0 for two quarters, and/ or a plan for improvement was unsuccessful, the Program may place the candidate on academic alert and final academic alert. This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. Programs send an academic alert/final academic alert recommendation to the student with a copy to the Graduate School no later than the 10th business day of the academic alert/final academic alert quarter. The Graduate School does a post review of all academic alert letters sent to students by the department. Normally, at least one quarter of Academic Alert must be issued prior to Final Academic Alert, except in clearly documented situations described below. Academic alert letters must cite:

- the reason for the academic alert
- steps the student must take to remove the academic alert
- that the student can be immediately dropped from the program if steps are not taken to remove the Final Academic Alert.
- timing and/or deadlines by which those steps must be met or taken.

Academic Drop

An Academic Drop is an official action that terminates a student's enrollment from a graduate program because either the student has failed to resolve documented problems in the student's Final Academic Alert status.

- After the Graduate School approves the Academic Drop, drop status will appear on the student's official transcript and Academic Drop letters are sent to the student from the department and from the Dean of the Graduate School.
- When dropped, a student is not eligible to complete the program or return later to complete the degree and may be removed from any currently enrolled courses.
- A student who is dropped from one graduate program may apply to and enroll in a different graduate program if accepted. For students enrolled in more than one graduate program, being dropped from one program does not affect their enrollment status in other programs.

EdS students may be placed on a remediation plan and/or removed from the program for any of the following:

1. Failure to meet or maintain academic grade-point requirements as established by the program and/or University.
2. Repeated failure to follow up on vital tasks or respond to requests for information.
3. Repeated patterns of behaviors in or out of the classroom that negatively impacts the learning environment and others' well-being.

4. Engaging in academically dishonest, unethical, or unprofessional behavior, including but not limited to altering documents, bullying/harassing others, cheating, lying, misrepresenting/omitting information, plagiarism, promoting violence, etc.
5. Behavior determined to be in violation of relevant codes of conduct or ethics, set forth by UW or state/accrediting agencies:
 - Office of Superintendent for Public Instruction (for students enrolled in a certification program)
 - UW Student Code of Conduct
6. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the program and became known after admission.
7. Failure to meet the UW Tacoma School Psychology Professional Work Characteristics for Admission and Continuance.
8. Removal from a clinical/field placement by a school district, agency/community partner, or the UW Tacoma School of Education.
9. Failure to meet necessary requirements for Candidacy
10. Failure to meet necessary requirements for Internship Eligibility

Expedited Status Changes

Examples of circumstances in which students will move directly into Final Academic Alert status, or in rare circumstances, immediate Academic Drop without having previously been in a prior Academic Alert or Final Academic Alert status include a denial decision for practicum candidacy, internship ineligibility, and serious fieldwork or professional performance issues such as illegal activity on school grounds, physical altercations, ethical violations, and sexual harassment.

In circumstances where the program has previously sent multiple Notifications or Alerts to a student, or where there is continued failure in field settings and/or the student puts community members or partnerships at risk, the program may bypass statuses and move students into Final Academic Alert or Academic Drop.

Maintaining Graduate Student Status

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.

Bias Incident Report

Bias incidents are acts or behaviors motivated by the offender's bias against any combination but not limited to identities such as age, ancestry, color disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status.

While these acts do not necessarily rise to the level of a crime, a violation of state law, University policy, or the Student Code of Conduct, a bias act may contribute to creating an unsafe, negative, or unwelcome environment for the victim; anyone who shares the same social identity as the victim; and/or, community members of the University. More information, including how to file a report, may

be found by clicking here: <https://www.tacoma.uw.edu/equity-office/bias-incident-reporting>. You may also find information through the UW Civil Rights Investigation Office: <https://www.washington.edu/cr-investigations/>.

Sexual Misconduct, Title IX, & Violence Prevention. We all have a role to play in preventing sexual misconduct in our community. UW Tacoma's goal is to ensure that this campus is a place where all of us can strive for excellence while feeling safe and valued.

You have the right to report a sexual assault, intimate partner violence, stalking or other sexual misconduct to the police and to make a formal complaint to the University. You can report to both, to just the police, to just the University, or to neither. **It is your choice.** More information, including reporting options may be found by clicking here: <https://www.tacoma.uw.edu/student-affairs/sexual-misconduct>.

Students in Distress

Student Life has compiled what is referred to as the "Purple Sheet". This document serves as a quick reference to assist faculty and staff in assessing behaviors that may be referred to the CARE team and how to do so. You may download the "Purple Sheet" by clicking here: <https://www.tacoma.uw.edu/student-life/purple-sheet>.

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 after the application deadline and only when all materials are received. Complete applications received by the application deadline will be assured of a review; complete applications received after the application deadline 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 EdS 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

An updated resume or vitae is required. Please include any experiences that are consistent with the values of this program as listed above. That could include professional experiences, academic experiences, volunteering or service experiences, and community partnerships.

Resume resources:

Sample Resumes: <https://careers.uw.edu/resources/sample-resumes/>

Resume Resources: <https://careers.uw.edu/channels/resumes/>

Cover Letter and Resume Guidelines: <https://www.tacoma.uw.edu/career/resume-cover-letter>

UW Tacoma Resume Review Service: <https://www.tacoma.uw.edu/pdc/resume-review>

Professional Statement

The UW Tacoma EdS School Psychology program prepares reflective science-practitioners and leaders who value and work for equity and the empowerment of youth, families, educators, and school communities. This program emphasizes school systems of prevention and intervention that are high-impact and holistically promote justice; social, emotional, and behavioral wellness; academic success; and collaborative partnerships within the context of antiracist and decolonial practices that support social justice and inclusive education.

We ask that you offer a personal statement explaining (a) why you are seeking a degree in school psychology and (b) your reasons for selecting this EdS School Psychology program at the UW Tacoma. We ask that you limit your writing to no more than 3 pages. Please make explicit connections with UW Tacoma's values in your statement.

Two (2) Professional References

In the EdS 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). Please seek two recommendations from those who can offer a recent and objective assessment of your knowledge, skills, and behaviors in these areas (e.g., direct supervisors, professors, community leaders).

In lieu of the letter of recommendation, recommenders may choose to complete the form by clicking on the following link, instead:

https://forms.office.com/pages/responsepage.aspx?id=W9229i_wGkSZoBYqxQYL0ijbV0CrFIVAmjjhq4xbKpdUNEVVVzQ1N1NDQTIVNUMxT0Y2NEUwTVdZVy4u&route=shorturl. The information they provide will help us make important admission decisions.

Writing Sample

We ask that you upload a sample of your professional writing (e.g., essay, research paper, report/brief). There is no length or topic specifications for this writing sample, but please submit a sample that has solo authorship and is representative of your current academic writing skills. If available, please submit a sample of your writing formatted in American Psychological Association (APA) style. APA formatting is not a requirement for this sample, but please note that we use this writing style in this program.

This program, and a career as a school psychologist, require writing skills. Thus, we will use your writing sample to gauge the amount of support you might need in this area.

Interview

The interview committee evaluates the interview based on 5 domains created around our program values and work characteristics using the UW Tacoma 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

The prospective student must have at least a 3.0 grade-point-average on a 4-point scale (or equivalent measures of performance if a graduate of an institution that does not use an alpha-numeric grading or evaluation system) for those credits earned at the institution awarding the bachelor's degree OR at least a 3.0 grade-point-average (on a 4-point scale) for the last 90 graded quarter credits or 60 graded semester credits.

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 (EdS 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.

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.

Standards of Essential Skills and Dispositions for School of Education Students

The standards below are grounded in the mission, values, and conceptual framework of the School of Education (SOE) at UW Tacoma. They describe professional, intellectual, emotional and character attributes of aspiring or current educators, school psychologists, and leaders across all SOE programs (enrolled students- hereinafter referred to as candidates). Upon entry into any SOE academic program, candidates are asked to uphold and commit to pursuing growth in these

standards as an integral part of all activities. *Note: a specific program may have additional requirements or more specific standards beyond this unit-wide statement, such as:*

1. *EdD Superintendent track; Educational Administration and PK-12 Program Leadership: National Educational Leadership Preparation: NELP.*
2. *EdS in School Psychology: National Association of School Psychologists: NASP.*

Candidates must demonstrate the interpersonal skills needed to relate effectively with peers, PK-12 students/learners, faculty, staff, parents/caregivers, community members, and other professionals they interact with. These skills include, but are not limited to demonstrating compassion, respect, integrity, cultural humility, criticality, and concern for the welfare of others.

Faculty, staff, and other enrolled candidates support each candidate in attaining and modeling these standards. Candidates will participate in ongoing reflection and discourse around these standards: *What does each standard mean in relation to my values? How is each standard showing up in various professional settings? What is my role in bringing them to life in my educational praxis? What do I need to grow and thrive in these areas? What opportunities for learning might support my growth? How do I support others to grow and thrive in their education and professional journeys?*

Subset 1: Build and Sustain Respect and Trust

Professional Actions

Candidates must demonstrate a basic level of professional practice within the scope of their work characteristics, ethics, and habits, such as maintaining privacy and confidentiality; professional integrity; respecting others; being reliable and dependable (and demonstrating responsibility when situations may arise that occasionally lead to lapses); checking and responding to field/site and program/university correspondence in a timely and professional manner, such as e-mails (within 2-3 business days); prioritizing responsibilities, including time-management, managing several demands, class participation, and professional communication; and completing course assignments on time.

Candidates must demonstrate respect and courtesy toward University employees and other key collaborators, such as external partners who host clinical/practicum experiences. Examples include: providing a reasonable amount of time for responses to e-mails and voice messages (2-3 business days) and scheduling calls or meetings; being receptive to constructive feedback; addressing concerns/questions at the most direct level; and refraining from using accusatory or defamatory language, and/or engaging in defamatory discourse, including gossip or rumors.

Communication

Candidates must:

- Possess sufficient skills in spoken and written English—understanding that many come from multilingual contexts—to understand the content presented in the program and in the field/clinical placements in various formats, including in-person, phone, remotely, etc.
- Communicate effectively, sensitively, and (as needed) confidentially, as they interact in university and PK-12/site settings with peers, learners/students, families/guardians, community members, teachers, administrators, faculty, staff, school psychologists, and other professionals.

- Clearly, proactively, and professionally express ideas and feelings, including concerns and disagreements.
- Demonstrate a willingness and ability to actively and patiently listen to others with an intent to learn and understand.
- Maintain consistent and professional communication with other candidates, University personnel, placement/site, and community partners. This includes addressing others as they wish to be addressed and respecting boundaries.
- Work toward collective and individual conflict resolution or restoration when harm is done, demonstrating a willingness to take ownership.

Subset 2: Build Cultural Humility

Self-Awareness

Candidates must:

- Examine and understand their own positionality, biases, strengths, and growth areas.
- Understand what they need to effectively cope with strong emotions and stress.
- Engage in ongoing, critical self-reflection.
- Know how values, attitudes, beliefs, emotions, and past experiences affect thinking, actions, and relationships.
- Examine and change actions when it interferes with working effectively with peers, P-12 students/other learners, parents/caregivers, faculty, staff, and other professionals in and out of the university context.
- Understand and respect power dynamics and relationships, as well as equity impacts, while effectively working with others in various settings in and out of campus.

Diversity

Candidates must:

- Appreciate the value of human diversity in multiple forms.
- Demonstrate a commitment to ongoing learning about different ways of living, communication, expression, beliefs and values.
- Interact in an appropriate and respectful manner with all persons in light of the person's age, class, race, ethnicity, cultural and language backgrounds, religious affiliation (or lack of), nationality, neurodiversity, gender identity, disAbility, sexual orientation, and/or values system.
- Endeavor to understand another person's way of life and values.
- Take broad and differentiated perspectives.
- Communicate empathy and compassionate support to others as a basis for a productive professional relationship.
- Critically reflect on the impact of their actions and inactions on others, especially in relation to their own growth areas and sociocultural identities.

Subset 3: Pursue Professional Balance & Responsibility

Teaching and Learning Efficacy

Candidates must ground professional activities in current and relevant theories and research. This includes knowledge and skills in relationship-building with students, families/caregivers, and

communities; data gathering; culturally responsive and inclusive pedagogies; social emotional learning; and critical self-evaluations of practice.

Reasoning

Candidates must demonstrate the ability to systematically integrate, apply and critically evaluate educational/societal issues, situations and interpersonal professional relationships in an informed way that represents current knowledge in the field.

Professional Commitment

Candidates must:

- Meet the ethical standards and responsibilities of their program and the profession.
- Commit to the essential values of the UW Tacoma School of Education, which support the dignity and worth of every person, especially those from minoritized and racialized backgrounds.

EdS School Psychology

The EdS 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.

Conceptual Framework

The UW Tacoma School Psychology program is built on a progressive framework that is centered on systems of prevention, equity, and mental health, with the 2020 NASP standards as its foundational pillars. The UW Tacoma School Psychology Program prepares school psychologists who value equity and diversity, and promote the empowerment of students, teachers, colleagues, and families at all levels of service delivery. The program draws from frameworks that emphasize strengths, proactive problem solving, and healing and liberation from structures of oppression in schools. This program prepares school psychologists to be reflective and reflexive 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 a decade. 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 it. 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 stay current with research and practice.

This program addresses timely issues that are garnering the concern and attention of the field nationally and regionally. Increasingly, students in our nation and 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 partner with and meet the needs in 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 and navigate through the COVID-19 pandemic.

Our program's goals and philosophy are clearly aligned with 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 program's framework and philosophy are salient throughout the curriculum and field practices. This includes coursework, course learning objectives, and assignments. Additionally, all elements of this program are developed according to the current NASP standards, adding an additional layer of alignment, coherence, and quality assurance.

EdS School Psychology Student Learning Goals and Outcomes

EdS School Psychology student learning goals and outcomes include the [10 Practice Domains](#) (referenced below) 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](#). This program is built on a progressive framework that is centered on systems of prevention, equity, and wellbeing. This program focuses on applying 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.

EdS Student Professional and Social Opportunities

Cohort Based Program

We value and promote connection, sense-of-belonging, and support. To this end, the School Psychology Educational Specialist (EdS) 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). We hold an online Welcome Session and in-person New Student

Orientation events prior to the first quarter to orient new students to the campus, to each other, to faculty and staff, and to program expectations and requirements.

We create intentional opportunities for students to engage and collaborate with peers within their cohort and across cohorts. Each student is thoughtfully placed into a School Psychology Buddy Group that includes a small group of EdS School Psychology graduate students across cohorts. Students have numerous opportunities to connect with 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 the summer social—families are welcome.

Opportunities to engage in research with faculty

Students in this program are offered multiple opportunities to engage with faculty in their research projects and scholarly pursuits. As an example, in AY 2023-2024, as part of Project UNIFY (Understanding Needs in Faculty & Youth), students in this program worked with faculty and community partners (e.g., Tacoma Housing Authority, Tacoma Public Schools) to lead and facilitate focus groups with diverse secondary students and families/caregivers. Also, students participated in diverse faculty-led research groups, including Social Emotional Learning (SEL) implementation tracking (SELIT), student voice in discipline and behavior support, and analyzing interviews with threat assessment teams. Brief descriptions of SOE Faculty scholarly interests and areas of expertise are listed in the faculty section below.

Opportunities to build professional and social connections

This program provides opportunities to build connections that go beyond the usual interactions with faculty and colleagues naturally occurring in our relatively small classes. In addition to frequent and regular opportunities for all candidates to develop relationships with peers through group projects and collaborations during coursework and quarterly program meetings, students are grouped in cross-cohort “Buddy Groups.” At a minimum, these groups connect once a quarter to support one another and engage in activities related to coursework and develop professional identity. Additionally, this group and this program hosts social events each year that are held on and off-campus. Events have included pizza celebrations, community events with Tacoma Housing Authorities, BBQs, family-friendly picnics at Point Defiance Owen’s Beach, and Walk & Talks in the Park.

EdS School Psychology Registered Student Organization

During the academic year of 2024-2025, students developed and formally organized the EdS School Psychology Student Group. This group has co-organized outreach and mental health events on campus, trash pick-up events, and facilitates gatherings around professional conferences. For more information about student organizations, please contact a student officer and/or go to this link: <https://www.tacoma.uw.edu/involvement/registered-student-organizations>

For more professional connections, students are strongly encouraged to become members of state and national school psychology organizations and engage in related conferences. There are several professional organizations for school psychologists at the regional and national levels. Students are encouraged to join these organizations and attend their conferences and conventions to immerse themselves in this field and network with other professionals. We encourage our graduate students to attend, volunteer, and/or present at these conferences as solo presenters, with peers, and/or with

school psychology faculty. You can also serve as one of our student representatives and/or become active in a NASP and/or WSASP committee.

National Association of School Psychologists (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 and 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 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) is a regional state association for school psychologists. WSASP holds an annual fall conference and a spring lecture series that provide 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>

UW Tacoma EdS School Psychology Student Voice

Throughout this program, you will be provided multiple opportunities to share your voice, feedback, and insights. These opportunities include course evaluations, student evaluations of field supervisors, program feedback surveys offered each quarter, and focus group discussions. At least three times per year, program faculty review this feedback and make program adjustments accordingly. Upon completion of the program, you will have the opportunity to provide summative feedback through our program survey for graduates. Additionally, you will be offered opportunities to offer feedback after program completion.

At any time, you can add your feedback to our EdS School Psychology Virtual Suggestion & Comment Box using this link or QR code:



This platform allows you to submit constructive ideas and feedback at any time, focusing on actionable and program-related suggestions. Please note this tool is not intended for emergencies or time-sensitive issues. Your input will help us continually improve our program and services. The suggestion box ensures complete anonymity for all submissions.

https://forms.office.com/pages/responsepage.aspx?id=W9229i_wGkSZoBYqxQYL0q1f7A55Sa5JnGepwdfwsjdURDNXV0RFNjdPV09PMFRNUVo4V0lQR09lVY4u

Data collected is used to make changes and refinements to this program. Each quarter, data are gathered from EdS students, instructors, field supervisors, and PEAB members, and these data guide decisions about coursework, fieldwork, program climate, and community needs.

Use of Artificial Intelligence (AI)

In this program, some courses permit the use AI-based tools (such as ChatGPT) on some assignments, and other courses prohibit the use of generative AI tools when working on assignments.

Each instructor will communicate whether and how you may use AI-based tools for coursework. All sources, including AI tools, must be properly cited. Use of AI in ways that are inconsistent with the parameters will be considered academic misconduct and subject to investigation.

Please note that AI results can be biased and inaccurate. It is your responsibility to ensure that the information you use from AI is accurate. Additionally, pay attention to the privacy of your data. Many AI tools will incorporate and use any content you share, so be careful not to unintentionally share copyrighted materials, original work, or personal information. You will need to consider the potential for biased results along with ethical and legal violations when using generative AI (e.g., confidentiality, FERPA/HIPPA).

Learning how to thoughtfully and strategically use AI-based tools may help you develop your skills, refine your work, and prepare you for your future career as a school psychologist. If you have any questions about citation or about what constitutes academic integrity in this course or at the University of Washington Tacoma, please feel free to contact your instructor to discuss your concerns.

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

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.

***Competency (3's) required for all field settings, all quarters.
Growth is expected within all domains.***

The Work Characteristics below are grounded in the [mission, values, and conceptual framework](#) of the School of Education at UW Tacoma and the values of the [EdS School Psychology Program](#). They describe professional, intellectual, emotional and character attributes of aspiring school psychologists enrolled in our programs. Upon entry into our EdS School Psychology program, students are asked to commit to upholding and pursuing growth in these domains as an integral part of all activities. Faculty, staff, and other enrolled students support each EdS student in attaining and modeling these standards. These Work Characteristics will be used in courses, in fieldwork, and used to guide faculty and staff progress reviews each quarter. EdS students will participate in ongoing reflection and discourse around these standards: *What does each standard mean in relation to my values? How is each standard showing up in various professional settings? What is my role in bringing them to life in my educational praxis? How do I support others in their journeys in growing and thriving?*

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Commitment to Equity & Justice				
Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating	
Appreciates the value of human diversity in all of its forms; views diversity as a strength; not deficit-focused				
Engages in ongoing and active reflection ; demonstrates cultural humility . Demonstrates a curiosity and openness to continued learning in this area.				
Examines and changes practice/actions when they interfere with working effectively with peers, P-12 students/other learners, parents/guardians, faculty, staff, and other professionals in and out of the university context. Reflects on their behavior with others and adapts accordingly.				
Demonstrates an awareness of their own positionality and power —and does not use power-under or power-over dynamics. Understands and respects power dynamics and relationships, as well as equity impacts, while effectively working with others in various settings in and out of campus.				

Critically reflects on the impact of their actions and inactions on others, especially in relation to their own growth areas and sociocultural identities; takes responsibility for both the intent and impact of statements & behaviors			
Shares space in conversations. Steps up and steps back in conversations, as needed and appropriate.			
Demonstrates respectful advocacy skills for—and with if asked—students who are BIPOC, minoritized, and/or marginalized. Consider consent, for example, asking for permission to advocate for rather than assuming this is needed/wanted.			

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Interpersonal Skills				
Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating	
Communicates effectively as they interact in university and PK-12/site settings with peers, learners/students, families/guardians, community members, teachers, administrators, faculty, staff, and other professionals.				
Maintains consistent and professional communication with other candidates, University personnel, placement/site, and community partners.				
Collaborates effectively with others. Demonstrates a willingness and ability to actively listen to others and respect others' views and values.				
Interacts in an appropriate and respectful manner with all persons in light of the person's age, class, race, ethnicity, cultural and linguistic backgrounds, religious affiliation (or lack of), nationality, gender identity, disability, sexual orientation, and/or values system.				
Demonstrates leadership skills (e.g., anticipating need, demonstrating advocacy, active listening, flexibility, problem solving, decision making, communication, taking initiative).				
Demonstrates effective conflict resolution . Clearly and professionally expresses ideas and feelings, including concerns and disagreements. Works toward collective and individual conflict resolution or restitution when harm is done, demonstrating a willingness to take ownership.				
Demonstrates empathy and compassion . Endeavors to understand another person's way of life and values. Communicates				

empathy and shows support to others as a basis for a productive professional relationship.			
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1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Intrapersonal Skills				
Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating	
Engages in ongoing and active self-reflection . Takes time (and courage) to contemplate prior experiences, assignments, and situations for the betterment of their professional practice.				
Demonstrates self-awareness . Understands how values, attitudes, beliefs, emotions, and past experiences affect thinking, actions, and relationships. Recognizes strengths and challenges and understands needs and emotions.				
Uses effective methods for regulating stress and other strong emotions . Does what is needed to effectively engage in difficult conversations and support others in difficult circumstances.				
Demonstrates initiative (e.g., offers to help a peer when struggling, anticipates needs in advanced fieldwork)				
Demonstrates adaptability and flexibility . Understands that change is a natural part of the human experience.				
Demonstrates patience and making intentional efforts to be present with self and others.				
Demonstrates perseverance; a willingness to keep trying/growth mindset .				

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Professional Behaviors & Skills				
Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating	
Demonstrates reliability and dependability ; punctuality; completes course assignments on time; Checks and responds to field/site and program/university correspondence in a timely and professional manner				
Demonstrates accountability and responsibility ; ongoing class participation; responsibility when inadvertently making errors or unhelpful actions that impact others				
Accepts and integrates feedback to improve practice in University and PK-12/site settings from faculty, staff, field supervisors, preceptors, administrators, and other professionals, especially when conflicts emerge or when harm is done.				
Prioritizes responsibilities , including time-management, managing competing demands				
Works to develop professional identity . Demonstrates interest in professional organizations, professional growth, and learning for the betterment of one's practice as a school psychologist.				
Demonstrates courteous behavior toward University employees and other key partners (e.g., clinical/practicum hosts); providing a reasonable amount of time for responses to messages (1-2 business days) and scheduling calls or meetings; addressing concerns/questions at the most direct level; refraining from using accusatory or defamatory language.				

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Ethical Decision-Making				

Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Demonstrates integrity (i.e., adheres to agreements; honesty, and refrains from cheating, plagiarizing, and the inappropriate use of AI; consistent and uncompromising adherence to moral values and ethical principles of school psychology.			
Demonstrates sound reasoning ; demonstrates the ability to systematically integrate, apply, and critically evaluate educational/societal issues, situations and interpersonal professional relationships in an informed way.			
Demonstrates respect for the dignity of others ; maintains privacy and confidentiality			
Engages in effective self-care . Does what is needed to maintain wellbeing and engage in the professional, interpersonal, intrapersonal, and ethical behaviors listed above.			

EdS 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. 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 multi-tiered 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 (9-18 credits)

Offers a supervised, school-based internship that provides students comprehensive experiences in the discipline. Interns apply theory and research to engage in multi-tiered systems of prevention and intervention and conduct psychoeducational evaluation. Emphasis placed on data-based decision-making; collaboration and consultation; interventions; services to promote inclusive schools; equitable and evidence-based practices; legal and ethical practice.

T SPSY 750: Capstone Portfolio (6-15 credits)

Serves as the culminating experience for Ed.S. School Psychology students. Integrates knowledge and skills from coursework and field experiences to create and present a portfolio that demonstrates performance-based competency through case studies, psychoeducational evaluation, and other artifacts of learning and growth. Showcases evidence demonstrating knowledge and skills in data-based decision making; consultation and collaboration; effective interventions; services to promote safe and inclusive schools; equitable and evidence-based practices; legal, ethical, and professional practice.

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 EdS 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
The 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.)	TSPSY 548: Applied Child and Adolescent Development (3 crs.)	TEDUC 520: Equity and Social Justice in Educational Practice (3 crs.) TEDSP 545: Individualized Supports for Students with	TEDSP 544: Special Education Assessment (3 crs.) TEDSP 547: Special Education and the Law (3 crs.)

	TEDSP 556: Social and Emotional Learning (3 crs.) TEDUC 502: Learning about Learning (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.)	Emotional & Behavioral Challenges (3 crs.) TSPSY 550: Introduction to Counseling in the Schools (3 crs.) TEDUC 504: Understanding Educational Research (3 crs.)	
Year 2	Autumn	Winter	Spring	Summer
	TEDUC 540: Multi-tiered Systems of Prevention & Supports in Schools (3 crs.) TEDUC 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
	TSPSY 601: Internship & Reflective Seminar (3) TSPSY 750: Capstone Portfolio (2)	TSPSY 601: Internship & Reflective Seminar (3) TSPSY 750: Capstone Portfolio (2)	TSPSY 601: Internship & Reflective Seminar (3) TSPSY 750: Capstone Portfolio (2)	

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 Capstone portfolio. The School Psychology Faculty and other course instructors evaluate student performance once per quarter and review student progress in courses, work characteristics, and field experience.

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 challenges), 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 status. 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.

Field Experiences

The fieldwork section in this handbook offers an overview of the practica and internship experiences. For more detailed information, please consult the UW Tacoma EdS School Psychology Internship and the UW Tacoma EdS School Psychology Practicum Guidebooks.

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. Faculty systematically apply performance-based evaluations to assess candidates' professional work characteristics and development of professional competencies. Candidates will be assessed each quarter during practicum and internship in the NASP practice domains by site-based supervisors and program faculty. 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 UW Tacoma faculty and staff to site-based supervisors (through e-mail communication from UW Tacoma, 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. If a student is determined to be ineligible for field, their candidacy may be deferred or they may be dropped from the program. Evaluation data to determine sufficient progress includes coursework, UW Tacoma EdS Professional Work Characteristics, and practicum rubrics. Practica and internship are completed for academic credit, with students typically taking four (Practica) 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 program requirements, NASP, and WAC. The practicum quarters are designed to provide candidates with intentional and sequenced experiences 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 support 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. The internship requires 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. 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. It is supervised by a school psychologist who meets the standards set forth by NASP, the Washington Professional Educators Standards Board (PESB), and UW Tacoma School Psychology program faculty. The internship may be extended to two years for part-time interns. The university maintains contact with intern supervisors 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 practicum 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 are assessed in each of the NASP practice domains during each internship quarter through self-assessment and assessments from site-based supervisors and program faculty. 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.

The Praxis II in school psychology is used to evaluate the knowledge and skills of our EdS students during their internship, during their third year in the program. This exam includes school-based content and process issues and is based on the 2020 NASP Model for Comprehensive and Integrated School Psychology Services. Our students must attain the minimum criterion score of 155 prior to program completion. This exam is required for national certification and certification in Washington State; the 155 criterion applies. The Praxis II in school psychology aligns with the Domains Cited for in Section III in the following ways:

1. Composite score I, practices that permeate all aspects of service delivery, comprises NASP Practice Domain 1, data-based decision making, and Domain 2, consultation and collaboration. Professional practices, 32% of the exam.
2. Composite score II, services for children, families, and schools at the student level, comprises Domain 3, academic interventions and instructional support, and Domain 4, mental and behavioral health services and interventions. Direct and indirect services for children, families, and schools: 23% of the exam.
3. Composite score III, services for children, families, and schools at a systems level, comprises Domain 5, schoolwide practices to promote learning, Domain 6, services to promote safe and supportive schools, and Domain 7, family-school collaboration. Systems-level services, 20% of the exam.
4. Composite score IV, foundations of school psychological service delivery, comprises Domain 8, equitable practices for diverse student populations, Domain 9, research and evidence-

based practice, and Domain 10, legal, ethical, and professional practice. Foundations of service delivery, 25% of the exam.

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. The Praxis exam is also discussed during program meetings and throughout the capstone portfolio and internship courses.

<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) UW Tacoma School Psychology Work Characteristics and Reflection
- 8) Reflecting on Positionality, Professional Identity, and the NASP Practice Model
- 9) Professional Growth Plan (guided by the NASP Self-Assessment)
- 10) Psychoeducational Evaluation
- 11) Two case studies (academic and social/emotional/behavioral)

A substantive portion of your portfolio is the comprehensive case studies that demonstrate integration of all practice domains in school psychology. Case studies are used as a comprehensive, performance-based assessment of candidate abilities. Case studies 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 study must be completed and submitted during internship. The case studies are included in the candidate's portfolio, which 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 UW Tacoma School Psychology program philosophical framework and values. The case study expectations follow NASP guidelines. Candidates are required to submit case studies that employ a problem-solving process. Case studies 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 a modification of 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 the goal(s) identified and include specific activities as action steps, a timeline, and resources needed.

The Culminating Portfolio Evaluation Rubric includes specific requirements and evaluation criteria for the components of the portfolio. The UW Tacoma EdS School Psychology Practicum and Internship Guidebooks include this evaluation rubric along with additional information about the portfolio elements.

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 (EdS) degree in school psychology.

Core School Psychology Program Faculty

Laura Feuerborn, PhD, 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, PhD, Associate Professor

Dr. Beaudoin has a PhD 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, PhD, NCSP, Associate Professor

Dr. Begay is a licensed psychologist and nationally certified school psychologist. She completed a postdoctoral fellowship at the UW Autism Center. Dr. 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 psychological services, served as a school consultant, and developed and conducted state and national trainings. Dr. Begay specializes in inclusive and responsive assessment and school psychological 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, PhD, NCSP, Assistant Teaching Professor, Clinical-Area Coordinator

Dr. Kucera is a Nationally Certified School Psychologist with school psychology experience in California and Washington. Her professional interests include nonstandardized assessment practices,, supporting students with chronic health conditions, and equity practices for LGBTQ+ students and staff.

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

Kathleen Beaudoin Associate Professor 253-692-4453; WCG 303 kathymb@uw.edu

Kawena Begay Associate Professor 253-692-4435; WCG 317 begayka@uw.edu

Laura Feuerborn Professor 253-692-4793; WCG 321 feuerl@uw.edu

Miranda Kucera Assistant Professor 253-692-4430; WCG 314; mkkucera@uw.edu

Full-time EdS Staff

Chelsea Bailey, PhD, Administrator, Field Placements & Partnerships; 253.692.4621;

chelsba7@uw.edu; WCG 306

Ashley Walker, MEd, EdS Program Advisor and SOE Advising Lead; 253.692.4367; aw7@uw.edu;
WCG 324

Other Faculty and Staff in the SOE

Rachel Endo, PhD, 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, PhD, Professor, Faculty Director of the Teacher Certification Programs

Scholarly Expertise: Mathematics teaching and learning, teacher education and culturally responsive mathematics instruction

Christine Espeland, PhD, Professor

Interim Director of Educational Administration

Dawn Hardison-Stevens, PhD, Assistant Professor

Assistant Professor Native American Education

Kurt Hatch, EdD, Professor of Practice

Faculty Director of the Educational Administration Program

Christopher Knaus, PhD, Professor, Faculty Director of the Educational Leadership Program

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.

Belinda Louie, PhD, Professor

Scholarly Expertise: Children's and young adult literature, English language learning, online instruction, faculty teaching, reading instruction

Elavie Ndura, EdD, Professor

José Rios, PhD, Associate Professor

Scholarly Expertise: Science Education

Sarah Arvey Tov, PhD, Assistant Professor

Matthew Weinstein, PhD, 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, PhD,, Assistant Professor

Scholarly Expertise: Critical K-8 Literacy Education

Staff

Donna L.L. Braboy, Office Supervisor

Janne Marri Juan Heckerroth, Administrative Assistant

Ashley Walker, Lead Academic Advisor, EdS Program Advisor

Justin Gailey, Academic Advisor & Recruitment and Retention Specialist

Ty Halton, Academic Advisor & Recruitment and Retention Specialist

Maria Hamilton, Director of Operations

Part-Time Lecturers

The EdS 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.

Barbara Gueldner, PhD, NCSP, licensed psychologist and endorsed as an IMH-E® Infant Mental Health Specialist

T.K. Beam, EdS, NCSP, School Psychologist, Puyallup School District

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 during 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. 1 credit) graduate student at the University during the quarter their Educational Specialist degree is conferred. Candidates must submit EdS 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 EdS 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.

Support Resources

Academic Support

Teaching and Learning Center (TLC)

The UW Tacoma Teaching and Learning Center (TLC) invites faculty, staff, and students from all backgrounds to join with us in creating a culture of learning. Consultants work collaboratively with students in writing, math, science and statistics, helping them to develop the skills, strategies, knowledge, and confidence necessary for academic success. For more information about the Teaching and Learning Center and its services, or to schedule an appointment see <https://www.tacoma.uw.edu/tlc>

Research Support

The UW Tacoma Library offers assistance to all library users, from helping with quick information to working on in-depth research. Research help is always available online via our UW Libraries 24/7 Chat services: <https://www.tacoma.uw.edu/library/research-services#permalink-35267>. Visit our research help desk on the first floor of the Tioga Library Building (TLB) for in person services. Our most up-to-date current drop-in hours are on our homepage: <https://www.tacoma.uw.edu/library>.

Additional services and information may be found here:
<https://www.tacoma.uw.edu/library/research-services>.

Disability Resources for Students (DRS)

Disability Resources for Students (DRS) is dedicated to ensuring access and inclusion for all students with disabilities on the UW Tacoma campus.

Any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working), is eligible for services from DRS.

<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/it>

Other Types of Supports

Center for Equity & Inclusion (CEI)

The Office of Equity and Inclusion was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community. It also includes the Center for Equity and Inclusion which enhances the holistic education of all students by supporting the success of historically marginalized groups, empowering community members to engage difference toward justice and build a more equitable campus. <https://www.tacoma.uw.edu/equity-office>

Psychological & Wellness Services (PAWS)

Psychological and Wellness Services provides individual, couple, and group counseling, educational workshops and classroom presentations, support groups, consultation with students, faculty, and staff, and referrals, when appropriate, to community mental health and social service providers. <https://www.tacoma.uw.edu/paws>

Student Health Services

UW Tacoma cares about the health and well-being of our campus community. We understand the impact that our dimensions of well-being can have on academic performance and success and encourage you to access the services and resources that you need to facilitate your success in the classroom and in your daily life. Student Health is a one-stop-shop that provides information about the services and resources available to students at no cost, such as Student Health Services,

Psychological and Wellness Services, confidential advocacy, health education, and information about required immunizations. <https://www.tacoma.uw.edu/sh>

Veteran & Military Research Center (VMRC)

The Veteran and Military Resource Center (VMRC) at UW Tacoma serves as a resource for students providing support and referrals throughout campus and our community. The VMRC is also responsible for developing and offering campus programming that benefits our military-connected students. The VMRC comprises two staff: the Veteran and Military Services Staff and the Veterans Incubator for Better Entrepreneurship (VIBE) Staff. <https://www.tacoma.uw.edu/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 UW Tacoma students in need and their families. <https://www.tacoma.uw.edu/pantry>

Child Care Assistance Program (MAT 103)

The Childcare Assistance Program (CAP) at UW Tacoma offers students with dependents financial assistance to cover the cost of childcare (ages: birth - 12 years and 11 months) while attending classes. Students who apply and meet the eligibility requirements will receive financial assistance on a quarterly basis. The program is offered autumn through spring. Funding for summer quarter is not available.

CAP is available on a first-come, first-served basis. Spaces are limited and fill quickly. The application will be available September 10 each year and will remain open until the last day of Spring Quarter. A waitlist will become available should all spaces become filled. The application is valid for the academic year (autumn – spring) — students do not need to re-apply every quarter.

<https://www.tacoma.uw.edu/cfss/cap>

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 UW Tacoma campus safety measures and supports can be found on their website. <https://www.tacoma.uw.edu/fa/safety>

Safety Escorts

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort service. Campus Safety Officers are available to walk with you to your car or other campus destinations 24 hours a day, 7 days a week. The service is free of charge. During busy periods,

Campus Security Officers may ask you to meet in a common location to facilitate escorting multiple people. Dial 253-692-4416 to request a Security Escort. <https://www.tacoma.uw.edu/fa/safety/safety-escorts>

UW Safe Campus

Call or contact UW SafeCampus — no matter where you work or study — to anonymously discuss safety and well-being concerns for yourself or others. <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 EdS 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,



Rachel Endo, PhD
Dean, School of Education



Laura Feuerborn, PhD, NCSP
Professor, Director of EdS School Psychology

EdS 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 EdS 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 current academic year (Autumn-Summer)

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:

Appendix D: FERPA Waiver Form for Students

By signing this waiver and/or by attending a facilitated session, I acknowledge that I am granting the UW Tacoma School of Education permission to have an outside guest learn details about my academic progress and other sensitive information about my academic standing that is normally reserved for discussion directly with relevant university employees.

I understand that any outside guest, as is expected of me and university employees present at the meeting, must follow any established ground rules set by the meeting facilitator. The ground rules are party-neutral and provide clear and equitable guidelines for the best possible outcome and use of time.

I understand I am responsible for communicating expectations to my outside guest, prior to the meeting, including:

1. Ensuring accurate directions are provided for the physical room location or the proper Zoom link is sent, as the meeting will start and end on time as scheduled.
2. If applicable, sharing the agenda/protocol and ground rules in advance with the guest to ensure all expectations are understood.
3. Explicitly clarifying that the main role of my guest is to observe and take notes but will otherwise not interfere with the agenda or participate in the facilitated discussion, except to periodically ask for clarity or help me paraphrase if I believe I need such support.
4. I understand that my guest will not have access to any documents or information that university employees or officials provide to me directly, although I may, at my own will, share information outside of the process.

I understand that the meeting facilitator may ask any party, which includes an outside guest, student, or university employee, to leave the meeting if the ground rules are violated. Concerning or serious conduct or other violations may be further communicated and reported where appropriate. All parties are expected to engage in good-faith efforts to actively listen to each other/others, arrive to working agreements/solutions, and take constructive feedback to improve.

I understand that I am to: (a) review, sign/date, and return this form to the lead UW Tacoma meeting facilitator at least 2 business day prior to the meeting, who then will confirm receipt, and/or (b) by attending the scheduled meeting without signing this form, I understand I am still agreeing to these terms.

The terms of this form may not be altered. I understand that if I do not agree or consent to the terms described here, the scheduled meeting may be canceled or postponed. This waiver may be signed/renewed for any subsequent meeting as appropriate.

Student's Name (Print): _____

Student's Signature: _____ Date: _____