SCHOOL PSYCHOLOGY STUDENT HANDBOOK

School Psychology Program

Department of Teaching, Learning
and Social Justice

College of Education
Seattle University

2021- 2024

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FOREWORD

Congratulations on your acceptance into the graduate program in School Psychology at Seattle University. The faculty and professional staff welcome you to this learning community. Upon completion of this program you will receive the Educational Specialist degree (Ed.S.) and Seattle University's recommendation for the Washington State Educational Staff Associate (ESA) certificate in School Psychology. In addition, upon successful completion of Educational Testing Service (ETS) Praxis Exam in School Psychology, you will meet all requirements for the National Certificate in School Psychology (NCSP).

This handbook has been prepared to assist you in program planning and to respond to the many questions you may have concerning the program and your educational experience at Seattle University. Please supplement this material with a thorough reading of the relevant sections of the Graduate School Bulletin, The Seattle University Student Handbook, and the College of Education's Fair Process Policy and Procedures Manual.

We hope that you find your experience at Seattle University exciting and challenging. Be advised that the faculty of the school psychology program look forward to working with you as you progress through the program.

Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available only online at http://www.seattleu.edu/deanofstudents/policies/ then click the downloadable 'Student Handbook' in the left hand column.

Other forms, policies and publications are available at https://www.seattleu.edu/redhawk-axis/.

In addition, you can view "Graduate Student Learning Outcomes" here: https://www.seattleu.edu/graduate-admissions/academics/graduate-learning-outcomes/

CORE FACULTY

Jason Parkin is an Assistant Professor in School Psychology. He joined the Seattle University faculty in 2018. Jason has a doctoral degree in school psychology from the University of Missouri. As a practitioner, Jason worked for 8 years in Texas, Missouri, and Washington state. He has experience in both "traditional" and RTI/MTSS-based school settings, where he provided comprehensive psychoeducational evaluations, and facilitated the grade and school-level problem-solving process. Jason's current scholarly interests focus on the use of psychometric tests. His research has appeared in publications such as the *Journal of School Psychology* and *Psychoeducational Assessments*. As a trainer, Jason hopes to support students' developing skill sets, and their practice in school-based settings.

Ashli Tyre is a Professor and Program Director of the School Psychology program. She joined the Seattle University faculty in 2007. Ashli has a Doctoral degree in Educational Psychology/ School Psychology from Northern Arizona University. Dr. Tyre's research agenda is devoted to schoolwide applications of positive behavior intervention and supports (PBIS). Since 1999, Dr. Tyre has worked with school staff to implement PBIS as a means of creating positive school environments that support the social and emotional needs of all students. Her work is specifically devoted to the support of school staff in the educational change process. Dr. Tyre has five years of school-based experience as a school psychologist where she worked with underserved school systems in northern Arizona, focusing on students with low incidence disabilities and special needs preschoolers. As a trainer of school psychologists, Dr. Tyre is devoted to developing compassionate, ethical practitioners who have the moral courage to serve as child advocates despite the competing pressures of school politics.

Jo Callaghan is an instructor and university internship supervisor in School Psychology. She has taught classes for the program since 2006 and brings an extensive background of experience in public schools. Jo has over 30 years of experience as a clinical and school psychologist. She has worked in small rural settings as well as urban environments with students from birth to 21. She is a proud alumnus of Illinois State University and the University of Colorado. She has an Educational Administrative certificate from Lewis and Clark College. Prior to university teaching at SU, Jo taught graduate studies in School Psychology, Special Education and Counseling at City University and Western Oregon State University. Jo is currently the Director of Psychology and Elementary Counseling in the Edmonds School District when she is not teaching at SU.

OVERVIEW AND HISTORY

Seattle University

Founded in 1891, Seattle University has offered a values-based education in the Jesuit tradition for more than a century. Located in the heart of Seattle, it is the Northwest's largest and most diverse independent university, with a student population of more than 7700. The 48-acre

campus houses eight schools and colleges, including the College of Education. One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. Teaching is the first priority of Seattle University. The faculty have distinguished themselves through a commitment to teaching excellence. Many have achieved national and international recognition for their scholarship and service.

College of Education

Established in 1935, the School of Education (renamed the College of Education in July 2004) was the first professional degree program offered at Seattle University. Today the College of Education is a graduate-only college.

School Psychology Program

The School Psychology Program was developed to meet the need expressed by administrators and school psychology practitioners for a program providing a broadened educational background for school psychologists. This background would allow the school psychologist more flexibility in meeting the needs of all students in a preventive role. It would also prepare school psychologists with the skills to collaborate and/or consult with classroom teachers and parents prior to and following assessment and placement in special education. Guided by this role conception, the proposal for Seattle University's School Psychology program was written in 1979. In 1980, the Seattle University Board of Trustees approved the establishment of the educational specialist degree (Ed.S.) program in School Psychology. In 1982, the Washington State Office of the Superintendent of Public Instruction approved the program as meeting state requirements for Educational Staff Associate (E.S.A.) certification in school psychology.

The School Psychology Program curriculum is based on a best practices orientation as defined by the accreditation standards of the National Association of School Psychologists (NASP, 2010). The curriculum has been modified and continues to be modified in response to input from NASP, faculty, students, and alumni. In addition, the Washington State Board of Education established the Professional Educational Advisory Board in 1988 to ensure that representatives of recognized professional associations and local school districts regularly participate in decisions related to professional preparation programs. The Seattle University School Psychology PEAB is composed of representatives of the university, professional associations, and school districts. The PEAB participates in decisions related to the development, implementation, and revision of the program. In this way competencies of program graduate continue to evolve to meet the ever-changing needs of our schools and communities.

The School Psychology program was fully approved by Seattle University's Academic Council in1996, following its internal university review process. The Washington State Office of the Superintendent of Public Instruction has approved the program continually since 1982. The program was approved under new Washington State Residency Standards in 2005. The program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings. Persons serving as Educational Staff Associates in public schools hold Residency-level certificates authorized by the State Board of Education for service in the respective roles as

required by statute or rules of the State Board of Education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the Residency ESA certificate.

The program received full approval from the National Association of School Psychologists (NASP) in 1998 and is currently approved though 2023. When graduates successfully complete all program requirements, they are eligible for the National Certification in School Psychology (NCSP) through the National Association of School Psychologists.

VISION, MISSION, AND GOALS

Seattle University

Vision
We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Mission
Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Goals
The goals of Seattle University are articulated in the following Graduate Student Learning Outcomes. Seattle University graduate students should be able to:

1. Demonstrate mastery of the competencies required in their profession or field.
2. Produce effective written work deemed publishable in appropriate contexts.
3. Make effective oral presentations adapted to specific audiences.
4. Demonstrate a worldview informed by multicultural and global perspectives.
5. Demonstrate effective leadership and team skills needed to convert goals into ethical action.
6. Recognize and address moral and ethical challenges within their profession or field.
7. Understand and appreciate the Jesuit/Catholic linking of faith and justice.
8. Assess their own levels of commitment to community service and to a just world.
9. 9. Articulate a personal and professional growth plan in which continued learning is a key component.

College of Education
Conceptual Framework

The organizing theme for the college as documented in the college conceptual framework is: **To prepare ethical, reflective professionals for quality service in diverse communities.**

Vision

The Seattle University College of Education will be an educationally excellent learning community that prepares professional leaders dedicated to education for justice and service to others.

Mission

1. The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
2. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
3. The College of Education strives to provide a curriculum relevant to the needs of the profession, the greater society and supported by the best practice and research.
4. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
5. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Goals

1. To prepare practitioners and policy makers to be educational leaders.
2. To model collegial and collaborative communities in our interactions among faculty, staff, students, and external constituencies.
3. To provide leadership for scholarly activities and best practices in teaching and service.
4. To increase visibility and reputation of College of Education and its influence with the professions and policy-making bodies.

Position Statement: Education for Justice

College of Education faculties share a commitment to education for justice. Consistent with our Jesuit tradition, this commitment reflects beliefs in the dignity of the human person and the rights in a just society of individuals to participate in socio-cultural, economic and political structures that affect them. We express these commitments by challenging ourselves and our students to wrestle both conceptually and experientially with issues of justice and the common good. This will be accomplished to the extent that we treat others with respect and dignity, share stories of our journeys toward justice, teach and model skills of genuine civil dialogue, and listen – to each other, to our students, to those who have suffered injustices. We will be successful when our graduates use their knowledge in lives of service for the transformation of society.

School Psychology Program

School Psychology Program Mission

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

School Psychology Program Vision

Mission: Consistent with the vision and mission of SU and the COE, the school psychology program prepares school psychologists to collaborate with professional colleagues, families, and the larger community in order to serve and advocate for all students. The program develops school psychologists who embody and act upon a commitment to social justice, particularly among disenfranchised students and families. Program faculty model caring, a pursuit of knowledge, and commitment to justice, so that our graduates shall enact these values in their own works.

Goals
Dedicated to a practitioner- scholar model, the program is designed to provide students with a solid grounding in research-based practices that will equip them with the knowledge, skills and dispositions to be effective school psychologists. With the overarching vision of ***preparing knowledgeable, ethical and reflective school psychologists for leadership and service in diverse communities,*** the following program goals guide the preparation of all students:

1. Practice in accordance with professional, ethical, and legal standards.

2. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved populations.

3. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.

4. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.

5. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.

6. Use self-reflection to guide their work with youth, families, and professional colleagues.

7. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.

8. Use technology to enhance and safeguard their work, promote positive educational outcomes for
    youth, and advocate for equitable access to technology within educational settings.

VALUES AND DISPOSITIONS

Seattle University

Values

Care - We put the good of students first.

Academic Excellence - We value excellence in learning with great teachers who are active scholars.

Diversity - We celebrate educational excellence achieved through diversity.

Faith - We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.

Justice - We foster a concern for justice and the competence to promote it.

Leadership - We seek to develop responsible leaders committed to the common good.

College of Education

Values

As an educational community dedicated to service to others, the College of Education faculty and staff embrace the following values:

Collaboration - The faculty, students and staff of the school share knowledge among individuals with complementary skills who interact together to develop understanding that leads to enhanced outcomes. Programs and curricula reflect the knowledge, skills, and dispositions to collaborate within and among P12 schools, colleges, universities, families, community members and organizations.

Diversity - A commitment to understanding and responsiveness to human differences is articulated and practiced throughout all aspects of the programs, including admissions, curriculum and student field experiences.

Global Vision - Programs provide opportunities to learn about the world beyond the border of the United States, and to learn about American society's relation to and place in the larger world system.

Technology - Program curricula address the benefits and limitations of technology, and develop students' knowledge and skills in the appropriate application of current and emerging technology in the practice of their professions.

Education for Justice - The school has a commitment to education for justice consistent with the Jesuit tradition, that includes advocacy and action on behalf of others and reflects beliefs in the dignity of the human person and the rights of individuals in a just society to fully participate in socio-cultural, economic and political structures that affect them.

Academic Excellence - Faculty are outstanding teachers/scholars, dedicated to service and actively engaged in making quality contributions to their professions. The curricula they deliver are rigorous and reflect current best practices in their professions. Their curricula anticipate and create the knowledge, skills and dispositions needed for future leaders in their professions. Assessment of students includes course grades, comprehensive examination results, and qualitative standards of their respective professions demonstrated throughout students' entire programs.

Core Dispositions

Faculty and staff model the values of the College of Education for our students. Through these values, we expect students to demonstrate core dispositions of professional practice.

The conceptual framework of the College of Education (to prepare ethical, reflective, professionals for quality service in diverse communities) encompasses the college's core dispositions: ethical, reflective, professional, quality service, and diversity.

Ethical

The College of Education prepares students to meet high standards of conduct and behavior for the profession for which they are preparing. Students examine personal and professional codes of ethics in light of Seattle University's and the College of Education's values and standards of practice set forth by their respective professional organizations Students performing in a clinical setting, internship, or practicum are required to demonstrate the knowledge, skills, and dispositions related to the ethical standards and practice of their respective professional organizations.

Reflective

All College of Education programs prepare students to be self-initiating and life-long learners who 1) integrate and extend their professional knowledge, self-understanding, and professional experience; 2) examine their intentions, assumptions, and personal and professional goals in light of their professional experience, relevant theory, research, professional practice, and the actual outcomes of their own professional practice; and 3) create and apply new understanding from such examination. Reflection is the primary process to achieve these three professional goals.

Professional

All College of Education programs prepare students to be members of, and leaders in, their professions. A professional is one who has mastered a specialized knowledge base, applies knowledge supported by best practice, research and theory, and abides by code of ethical standards. A professional remains current in and makes contributions to the field. A professional also demonstrates high-level accountability and a service orientation within the arena of practice.

Quality Service

College of Education programs prepare students as leaders in their professions who provide high-quality service to students/clients and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical, and professional standards of practice, reflect

validated theories and research-based practices, and result in positive outcomes for student/clients and their communities.

Diversity

The College of Education is committed to affirming diversity among all members of its teaching-learning community in order to prepare its students for culturally competent service and leadership in an increasingly diverse society and world. Diversity is defined as the many dimensions of commonalities and differences that broadly encompass the multiplicity of cultures and perspectives. The intent is to create equitable and inclusive arenas that embrace the full spectrum of all community members' contributions and provide optimal access to services, resources, and opportunities.

School Psychology Program

<u>Values</u>

The School Psychology Program subscribes to the values of the College of Education.

<u>Program Dispositions</u>

The dispositions of the School Psychology Program are grounded in the core dispositions of the College of Education (Ethical, Reflective, Professional, Quality Service, and Diversity):

1. Commitment to knowing, understanding, and applying the professional standards and ethics of the school psychology profession (Ethical, Professional, Quality Service, Diversity);
2. Commitment to advocating and making professional decisions based on the best interests of those being served (students, etc.) (Ethical; Reflective);
3. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice
4. Commitment to meeting the highest professional standards
5. Commitment to serving students/clients according to the highest professional standards (Ethical, Professional, Quality Service, Diversity)
6. Value and respect for the intrinsic worth and diverse contributions of each person (Ethical, Professional, Quality Service, Diversity)
7. Belief in the fundamental potential of every individual to grow and learn (Ethical, Professional, Quality Service)
8. Commitment to the belief that all students can learn (Ethical, Diversity); and
9. Commitment to positively impacting the learning of all students (Professional, Quality Service, Diversity).

SCHOOL PSYCHOLOGY PROGRAM KNOWLEDGE BASE

Consistent with the mission, vision, and goals of Seattle University and the College of Education, the School Psychology Program prepares **knowledgeable, ethical and reflective school**

psychologists for leadership and quality service in diverse communities. The knowledge base of the program is organized around the following key elements of the organizing theme:

A. Knowledgeable Leadership and Service

School psychology is a specialty within the profession of psychology that focuses on social-emotional, cultural, and environmental factors that influence learning and adjustment processes. The school psychologist applies the science of psychology to problems related to learning and performance, and to social-emotional, adaptive, and behavioral development of youth. The application of science to school psychology practice, the practitioner scholar model (Pluymert, 2014) serves as a foundation for the school psychology program. Program graduates are prepared to apply the knowledge base accumulated about psychology to serve the mental health and educational needs of youth, recognizing the importance of the school environment as a significant influence affecting children's development.

The importance of science is reflected in the program's alignment with specific competencies identified in the National Association of School Psychologists (NASP) preparation standards (NASP, 2010) and in NASP's vision of "best practice" for school psychologists as articulated in *Best Practices in School Psychology (Harrison* & Thomas, 2014) and *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke, et.al., 2006)). The program continues to be refined through ongoing collaboration with practitioners in the field regarding the design, delivery and evaluation of the program. The application of science to effective practice in consultation, assessment, intervention, prevention, research, and mental health care provision is critical for effective functioning in the role.

The Program is fortunate to have a state-mandated Professional Education Advisory Board (PEAB), composed of practicing school psychologists, school psychology and special education administrators, university faculty and student members who collaborate on a wide variety of issues related to the School Psychology Program. PEAB members collaborate on both policy and practice matters, and PEAB members annually review follow-up data from graduates and their supervisors and advise faculty regarding program revisions. Candidates are required to demonstrate content knowledge in each of the 10 NASP domains and an 11th domain assessing technology (corresponding to all Washington state standards and benchmarks) throughout coursework and field experiences.

B. **Ethical Leadership and Service.** The School Psychology program prepares students to meet high standards of conduct and behavior. The basis for ethical service by the school psychologist is a clear dedication to child advocacy, the ability to take responsibility for the consequences of his/her actions, and the moral courage to make decisions that will lead to appropriate interventions for individual children, for groups, and at a systems level. For an individual who assesses students, for example, this may mean refusal to engage in assessment activities that are requested by a school system but that are not in accordance with NASP professional ethics (Jacob, Decker, & Hartshorne, 2010; National Association of School Psychologists, 2010c; American Psychological Association, 2010). This ethical dimension is observed in the discussion of current issues such as the achievement gap, disproportionality,

inclusion, confidentiality, teacher as client, and advocacy for children. Students are required to demonstrate the knowledge, skills and dispositions related to ethical standards and practice throughout coursework and field experiences.

C. Reflective Leadership and Service. The process of reflection is critical to effective professional practice. Throughout the program, students are expected to engage in reflective processes to integrate and develop their knowledge, skills, and dispositions. In particular, students are taught to: 1) identify the sources of their personal and professional goals, commitments and values, and 2) examine how their goals, commitments and values influence their professional decisions, behaviors and practices. For example, assessment coursework requires a reflection log accompanying each practice evaluation; students reflect on their own skills and the challenges involved in conducting high quality evaluations. Reflection time is built into the practicum and internship and students are required to write reflective summaries of their activities. As an initial activity in SPSY 5010 Introduction to School Psychology, students prepare a draft position paper on their philosophy of school psychology. As a culminating activity in the internship (SPSY 5800, 5810, 5800), students produce a final draft of their philosophy of school psychology.

D. Leadership and Service in Diverse Communities. The School Psychology program is committed to preparing students for culturally competent service and leadership in an increasingly diverse society and world. Diversity in its many forms, such as ethnic, cultural, gender, and socioeconomic, is a primary context for children in today's schools. Children from culturally different homes constitute a substantial proportion of school children nationwide. In many urban areas it is the norm for schools to serve culturally diverse populations. Life circumstances of children of color place them at greater risk than Caucasian children, and schools lack personnel who have adequate ethnic and linguistic backgrounds to serve the needs of children of color. Professionals of color are under-represented in the fields of regular education, special education, and school psychology. Our efforts to recruit and support candidates of color resulted in an increase in ethnic diversity in the program, from just fewer than 5% in 1991 to 20% in 2001 and 22% in 2015. Yet candidates of color continue to be under-represented in our program and in the field, and all school psychologists need training to deal effectively with the needs of diverse populations.

There can be no universal formula for effective services but each child must be served according to the cultural set of his or her family and unique circumstances. It is also true that generalizations about a particular ethnic or cultural group may not apply to individual members of that group. Individuals must be understood in the context of their personal dynamics, their families, and subcultures. The school psychologist must appreciate and value this diversity, oppose discrimination based on race, disability, age, gender, socioeconomic and ethnic backgrounds, sexual orientation, religion, or national origin and must seek to provide bias-free services to each child and family. They must develop skills in working with individuals and families from diverse backgrounds (Rhodes, Ochoa, & Ortiz, 2005; Jones 2014; Miranda, 2014; Walsh, 2006). School psychologists must also be prepared to address the "achievement gap" in schools (Shannon & Bylsma, 2002; Shannon & Bylsma, 2003), and to support successful educational outcomes for all students (Ysseldyke &

Thurlow, 1995; Gibbons & Brown, 2014). Diversity is addressed in virtually all courses in the program, with three courses devoted to issues of diversity (EDUC 5200 Social Justice; SPED 5410 Multicultural/Multilingual Issues in Learning and SPSY 5550 Advanced Counseling for Diverse Populations. In the school psychology internship, candidates are required to demonstrate of competencies in assessing P-12 students with a variety of disabilities, at different age levels, genders, and multiple ethnic and cultural backgrounds.

E. Quality Professional Leadership and Service.

School Psychology is a service profession and our graduates are prepared for leadership and service in a manner consistent with the Jesuit tradition. This tradition emphasizes the exercise of humane values and morals, ethics and religious convictions in the pursuit of social justice. This requires preparation of graduates who serve society not in standard ways but in new ways that re-conceive their profession to build a better, more just society. These Jesuit ideals are remarkably consonant with the NASP emphasis on values as a program foundation and the NASP vision of school psychology as a profession "founded in respect for the dignity and worth of each individual and in a commitment to further the understanding of human behavior for the purpose of promoting human welfare." Candidates are urged to consider a variety of ways in which they may provide leadership as psychologists in the service of dignity and justice at systems and organizational levels. For example:

A)   Placement and program planning for individual students. Candidates are prepared to consider their role in relation to issues of disproportionate special education placement and lower academic achievement by specific racial and economic groups in our society. Candidates learn and practice skills in designing effective academic and behavioral interventions (Jones, Dohrn & Dunn, 2004; Shapiro, 2004a; Shapiro, 2004b; Shinn, Walker & Stoner, 2002; Ysseldyke & Thurlow, 1995).

B)   Collaboration role. Graduates are prepared to serve as child advocates and primary liaisons among schools, families, and community in the quest to serve children and adolescents. This requires a solid understanding of families and community resources, and background in consultation and collaboration skills (Christenson & Sheridan, 2001; Kampwirth & Powers, 2015). These skills are included in a number of courses and field experiences in the program.

C)   Change agent. School psychologists are often in a pivotal position to initiate system-wide change. (Castillo & Curtis, 2014). Graduates are encouraged to influence policy at state and federal legislative levels, and to provide leadership in areas such as schoolwide violence-prevention, crisis intervention, conflict resolution, and mediation programs.

D)   Advocates for NASP positions. Candidates are prepared to implement the positions officially adopted by NASP on a variety of issues that relate to justice and respect for the dignity and worth of each individual. These involve, for example, positions on ability grouping, labeling students, and accountability and high-stakes testing, and grade retention, and identification of students with learning disabilities.

The School Psychology program prepares candidates as leaders in their profession who provide high quality service to students and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical and professional standards of practice, reflect validated theories and research-based practices, and that result in positive outcomes for students and their communities. The most direct and thorough demonstration of students' ability to positively impact K-12 student learning comes in the internship competency evaluations and in the interns' portfolio samples of their work with K-12 students. The internship is a culminating experience where students must synthesize and apply the knowledge and skills gained throughout the program to positively impact student learning and to support teachers' efforts to do the same.

A number of performance-based competencies relate explicitly to interns' ability to positively impact children's learning. In addition, the portfolio is a systematic and organized collection of materials that demonstrates the candidate's professional competencies. Currently, the portfolio includes case information and corresponding written products collected during internship activities, as well as a resume, a statement of professional philosophy, a personal competency assessment with a plan for the student's continuing professional development. Interns are required to document positive impact on K12 student learning in case studies compiled in the portfolio. Behavioral and academic intervention case studies include descriptions of the referral problem, problem analysis, intervention goals and plan, and evaluation of the student's response to the intervention. In addition, a consultation case study includes a description of the presenting problem, the consultation activities, and an evaluation of the outcomes of the consultation. The portfolio is evaluated using a scoring rubric; evaluation criteria for the behavioral intervention, academic intervention and consultation case studies emphasize the use of data and the assessment of positive impact using assessment methods such as Goal Attainment Scaling (GAS) and Percent Non-overlapping Data (PND). The portfolio is organized according to the 10 NASP domains and candidates are expected to document professional knowledge and skills in each domain with data collected from course embedded key assessments, case studies, and practicum and internship evaluations.

ALIGNMENT WITH PROFESSIONAL STANDARDS

Seattle University's School Psychology Program is designed to prepare its graduates for competent practice in accordance with standards set by the National Association of School Psychologists *Graduate Preparation Standards (*NASP, 2010) and by the Washington State Office of the Superintendent of Public Instruction's standards for *Residency-Level ESA Certification in School Psychology*. In addition, Washington State's *Essential Academic Learning Requirements (EALRS)* guide the preparation of school psychology students to positively impact student learning in P12 schools.

The NASP *Standards for Training and Field Placement Programs in School Psychology* serve to guide the design of the School Psychology program, and provide a basis for program evaluation and improvement. The School Psychology Professional Education Advisory Board (PEAB) engages in systematic, ongoing program review and evaluation of five standards, summarized below.

I. SPSY Program Context/Structure

School psychology training is delivered within a context of program values and clearly articulated training in philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose service positively impacts children, youth, families, and other consumers.

Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.

II- VIII. Domains of School Psychology Training and Practice

School psychology candidates demonstrate entry-level competency in each of the ten domains of professional practice. Competent practice requires knowledge, skills and dispositions. The School psychology program ensures that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. The program ensures that candidates demonstrate the professional skills and dispositions necessary to deliver effective services that result in positive outcomes in each domain.

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

IX. Field Experiences/Internship

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

Graduates of the Seattle University School Psychology program demonstrate entry-level competence in each of ten NASP domains of professional practice. Competence requires demonstration of both knowledge and skills. The program ensures that graduates have a foundation in the knowledge-base for psychology and education, including theories, models, empirical findings, and techniques in each domain, and demonstrate professional skills necessary to deliver effective services that result in positive outcomes in each domain. The standards and benchmarks for demonstration of knowledge and skills are integrated into course curricula and field experiences throughout the program. Student performance on each of the benchmarks is

evaluated formally during the internship (See *School Psychology Program Internship Handbook* for the evaluation form *Performance-Based Internship Competency Evaluation)*.

Domain 1: Data-Based Decision Making

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of . . .
1.1 Varied models and methods of assessment and
data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;
1.2. Core standards of each grade and of state assessments;
1.3 The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

In collaboration with others, demonstrates skills to…
1.4 Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;
1.5 Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;
1.6 Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.

Domain 2: Consultation and Collaboration

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

WA State Benchmarks (under revision as of 06/30/21):

2.1 Demonstrates knowledge of three models of strategies and methods in each area: consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services.
2.2 Demonstrate skills to consult, collaborate and deliver services to families of different backgrounds, early life experience and diverse cultural and linguistic backgrounds.

Domain 3: **Academic Interventions and Instructional Supports**

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
3. 1 Influence of biological, cultural, linguistic, and early life experiences on academic skills;
3.2 Human learning, cognitive, and developmental processes;
3.3 Evidence-based interventions, instructional strategies, and differentiation to meet the needs of the learner.

In collaboration with others, demonstrates skills to…
3.4 Use a variety of culturally and developmentally appropriate assessment and data collection methods;
3.6 Design and assess services at the universal, targeted and intensive levels for positive impact on academic achievement.

Domain 4: **Mental and Behavioral Health Services and Interventions**

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
4.1 Biological, cultural, developmental, and social influences on behavior and mental health;
4.2 Behavioral and emotional impacts on learning and life skills; and
4.3 Evidence-based strategies to promote social–emotional functioning and mental health.

In collaboration with others, demonstrates skills to…

4.4 Use assessment and data-collection methods;
4.5 Identify and implement services at the school which support learning through development of social, cultural, emotional health.
4.6 Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.

Domain 5: **School-Wide Practices to Promote Learning**

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
5.1 School and systems structure, organization, and culture.
5.2 General and special education;

5.3 Technology resources;
5.4 Differentiated learning across domains.
5.5 Evidence-based school practices that promote learning and mental health.

In collaboration with others, demonstrates skills to…
5.6 Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others;
5.7 Plan and measure positive impact on student learning at universal, targeted, and intensive levels.

Domain 6: **Services to Promote Safe and Supportive Schools**

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…

6.1 Principles and research related to resilience and risk factors in learning and mental health across cultures;
6.2 Services in schools and communities to support multi-tiered prevention; and
6.3 Evidence-based strategies for effective crisis response.

In collaboration with others, demonstrates skills to…
6.4. Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors;
6.5 Implement effective crisis preparation, response, and recovery.

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
7.1 Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;
7.2 Evidence-based strategies to support family influences on children's learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.

In collaboration with others, demonstrates skills to…
7.4 Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 8: **Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and

learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
8. 1 The diverse nature of characteristics related to individuals' abilities and disabilities;
8.2 Principles and research related to culture, linguistic development, context, individual and role differences;
8.3 Evidence-based strategies designed to enhance services and address potential influences related to diversity.

Demonstrates skills that…
8.4 Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds;
8.5 Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.

Domain 9: Research and Evidence-Based Practice

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
9.1 Research design, statistics, measurement, varied data collection and analysis techniques; and

Demonstrates skills to…
9.3 Use data and average yearly progress information (HSP, MSP, School Youth Surveys) to identify program /system strengths and needs, and monitor program effectiveness.
9.4 Evaluate and apply research as a foundation for service development and delivery.
9.5 In collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

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

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
10.1 The history and foundations of school psychology;
10.2 Multiple service models and methods;
10.3 Ethical, legal, and professional standards;
10.4 The impact of one's own culture and linguistic background in practice;
10.5 State and federal accountability legislation.

Demonstrates skills to…
10.6 Provide services consistent with ethical, legal, and professional standards;
10.7 Engage in responsive ethical and professional decision-making; and
10.8 Apply professional work characteristics.

Supplementary Standard. Emerging and Assistive Technologies (a Washington State standard)

WA State Benchmarks (under revision as of 06/30/21):

Demonstrates knowledge of…
11.1 Information sources and technology relevant to their work;
11.2 Technology resources for students, including instructional software and adaptive technology for students with disabilities.
11.3 Ethical, legal and access issues related to the use of technology in order to ensure responsible use.

Demonstrates skills to…
11.4 Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services;
11.5 Utilize available technologies to address individual student learning needs.

Personal and Professional Dispositions and Behaviors

Throughout the program, students are expected to demonstrate professional behaviors and dispositions, referred to as work characteristics, consistent with the core elements of the School Psychology program: 1) Ethical leadership; 2) Reflective leadership; 3) Leadership in Diverse Communities; and 4) Leadership for Quality Service. These work characteristics align closely to the work characteristics identified by the National Association of School Psychologists (NASP) as essential to effective practice in school psychology: Communication skills, effective interpersonal communication, ethical responsibility, respect for human diversity, flexibility, initiative and dependability, and personal stability. Students are evaluated on these characteristics at multiple points in the program, including at entry, candidacy, pre-internship and internship.

Work Characteristics:

1. Demonstrates accountability to self and others

2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others

3. Demonstrates effective interpersonal awareness and communication skills

4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures

5. Demonstrates initiative in soliciting, accepting, and integrating feedback

5. Demonstrates self-awareness of mental and emotional well being, and ways to manage stress; actively striving to pursue well being

7. Demonstrates and integrates ethical and legal standards and principles of the profession

8. Demonstrates progress towards independence as school psychologist

9. Demonstrates engagement in reflective and professional development activities

10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the cultural intersectionality of others

11. Demonstrates commitment to work for a more socially just world through school psychology

PROGRAM REQUIREMENTS

School Psychology Program of Study

Course Number	Title	Credits	Qtr Compl	Prereqs	Quarter Offered
Foundational/ Beginning Courses					
COUN 5610	Counseling Children and Adolescents	3		SPSY 5020	Su
EDUC 5000	Introduction to Educational Research	3			F/W/Su
EDUC 5110	Child Development (or Lifespan Dev)	3			W/ Sp/ Su
EDUC 5200	Social Justice in Professional Practice	3			W/Sp/Su
SPSY 5040	Advanced Counseling for Diverse School Populations	3		SPSY 5020	Su
SPED 5420	Language, Literacy, and Number Assessment	3			W/Su
SPED 5400	Intro to Special Education and Learning Disorders	3			Sp/Su
SPED 5430	Positive Behavior Support	3		SPED 5400	Fall
SPSY 5020	Counseling Theories/Skills for School Psychologists	3			Spring
	Elective	3			
Discipline-Specific/ Advanced Courses					
SPED 5410	Multicultural/Multilingual Issues in Learning	3			W
SPED 5450	School Consultation and Intervention	3		SPED 5400	Spring
SPED 5460	Advanced Behavioral Intervention	3		SPED 5430	Winter
SPSY 5010	Roles and Functions of School Psychology	3			Fall
SPSY 5030	Applied Educational Psychology	3			Winter
SPSY 5050	Applied Educational Research in School Psychology	3		EDUC 5000	Summer
SPSY 5370	Social Emotional Learning and School Reform	3			Fall
SPSY 5600	Ethics and Law in School Psychology	3			Summer
SPSY 5620	Family/School Collaboration	3			Spring
SPSY 5630	Linking Assessment to Instruction	3			Winter
SPSY 5640	Individual Educational Assessment	4		SPED 5400	F/W/Su
SPSY 5660	Individual Intelligence Assessment	4			W/Sp
SPSY 5670	Personality and Behavior Assessment	4		SPSY 5660	Fall/Spring
Field-Based Integration Courses					
SPSY 5700	School Psychology Practicum I*	3		SPED 5430/ 5460	Fall*
SPSY 5710	School Psychology Practicum II	3		SPSY 5640/5660/5670	Winter
SPSY 5720	School Psychology Practicum III	3		SPSY 5020/ Co-req SPED 5450*	Spring
SPSY 5800	School Psychology Internship/Seminar I*	3			Fall*
SPSY 5810	School Psychology Internship/Seminar II	3			Winter
SPSY 5820	School Psychology Internship/Seminar III	3			Spring

Total Number of Degree Credits: 90   *Revised RQ21*

GENERAL COURSE SEQUENCE

The following table indicates the recommended sequence of courses taken by students in the program. The three-year sequence applies to full-time students only.

First Year	First or Second Year	Second Year	Third Year

EDUC 5000 EDUC 5110 SPED 5400 SPED 5430 SPED 5460 SPSY 5010 SPSY 5020 SPSY 5640 SPSY 5660	EDUC 5200 COUN 5610 SPED 5420 SPED 5410 SPSY 5050 SPSY 5620 SPSY 5550 SPSY 5630 SPSY 5670 Elective	SPSY 5030 SPED 5450 SPSY 5370 SPSY 5500 SPSY 5700 SPSY 5710 SPSY 5720	SPSY 5800 SPSY 5810 SPSY 5820

Students are expected to take SPSY 5010: Roles and Functions in School Psychology, SPSY 5020: Counseling Skills and Theories for School Psychologists, SPSY 5640: Individual Educational Assessment and the majority of their foundational courses in their first year.

In the second year, students are expected to take advanced courses (SPSY 5670, SPSY 5500, SPED 5450) and the three-quarter practicum (SPSY 5700, 5710, 5720). To ensure that students enter their initial field experiences with appropriate foundational knowledge, courses focused on behavioral assessment and intervention (SPED 5430 and 5460) are prerequisites for SPSY 5700 School Psychology Practicum I; all assessment courses (SPSY 5640, 5660, and 5670) are prerequisites for SPSY 5710 School Psychology Practicum II, and SPSY 5020: Counseling Skills is a prerequisite for SPSY 5720 School Psychology Practicum III, while SPED 5450: School Consultation and Intervention is a co-requisite (although it may also be taken as a pre-requisite).

The satisfactory completion of all coursework is required for candidates to be granted program approval to start the internship. Individual exceptions to the required course sequence can be made only with approval of the student's program advisor in consultation with the program faculty. Post-MA students are required to complete a minimum of 60 credits of the program of study outlined above.

SCHOOL PSYCHOLOGY PROGRAM ASSESSMENT SYSTEM

The assessment system for the School Psychology program provides information regarding student characteristics, student performance, and program effectiveness. The assessment system measures candidate knowledge and skills aligned with state and national professional standards and the program dispositions derived from the College of Education conceptual framework and NASP work characteristics.

Multiple assessments are used to evaluate student performance. The assessment measures are reviewed on a regular basis by program faculty, and advisory board members (PEAB). Assessment expectations are clearly delineated to students in the School Psychology Student Handbook and in course syllabi.

Candidates are assessed and evaluated at four decision points in the program: Admission, candidacy, prior to internship, and program completion. Appendix I *School Psychology Assessment System* contains a table summarizing the key assessments at each of the decision points. A summary of the assessment system is provided below.

1. Decision Point: Admission

Data are gathered on a number of candidate demographic variables as part of the admissions process. Summary data are reported and analyzed related to the total number of program inquiries; number of applicants, and number of students enrolled. For applicants and admitted students, the % distribution of males/females; % of various ethnicities to the extent those data are provided; and average age of admitted students. Each applicant is evaluated on multiple measures: GPA; GRE; autobiographical statement, two letters of recommendations, and interview. Based on these measures, overall ratings (1-4 scale) are used to make admissions decisions.

2. Decision Point: Candidacy

For the first 20 credits in the program, degree-seeking students are pre-candidates. The candidacy review occurs the quarter following completion of 20 credits. All faculty members in the School Psychology Program participate in the candidacy review and seek input from other College of Education faculty who have had the candidate in class. Students must be approved for candidacy by faculty consensus. At the candidacy review, faculty will indicate whether the student is making satisfactory progress (i.e., has maintained a cumulative GPA of 3.0). If there are academic concerns, the student's program advisor will solicit feedback from other full-time faculty in the College of Education who have taught the student. Following the gathering of information, the School Psychology faculty will review the information, and formulate a plan to address the concerns. This may involve conferencing with the student and/or suggesting some specific steps to deal with the concerns. A timeline for follow-up review will be determined. If a student is placed on probation, policies articulated in this Handbook apply. Ongoing monitoring occurs with students of concern.

As part of the candidacy review, faculty who teach school psychology students are asked to evaluate the candidate's personal competencies using the *School Psychology Faculty Evaluation of Personal Competencies* form (see Appendix I). At the initial program orientation meeting held during the student's first quarter, candidates sign the form acknowledging their awareness of the criteria required for continuation in the program. The form is kept in the student's file.   At candidacy, any faculty member identifying concerns with a school psychology student is asked to share the information with the student. Program faculty engage in ongoing evaluation of any concerns about students' personal competencies. If program action – e.g. a remediation plan– is required, the Department chair, student's advisor, and any appropriate faculty (e.g., course instructor) meet with the student to outline the plan, and provide written documentation.

Candidates are assessed in every course throughout the program. Course instructors use multimodal assessments appropriate to the nature of the particular course. These include traditional assessment tools such as papers, in-class writing assignments, written and oral test reviews in assessment classes, and written exams. In addition, the following performance assessments are used in various courses throughout the program: direct observation of skills in assessment and counseling classes and in the internship; audio and video tapes of counseling sessions for counseling classes; video tapes of assessments with volunteers in assessment courses; write-ups of student-facilitated consultation sessions; poster sessions of presentations of the results of academic or social behavior interventions that candidates have designed and implemented; reports on evaluation results and intervention recommendations in assessment classes and the school psychology practicum.

In addition to GPA as a global measure of candidate performance, course-embedded assignments are an important part of the program's assessment system as they provide additional measures of candidate content knowledge in the 10 NASP domains and an 11th domain assessing technology. The key assessments involve a variety of assignments, for example, a written reflective paper, research papers/posters, exams, and in-class group projects. The Appendix contains a table summarizing the key assignments and a schedule for collecting data from these measures.

3. Decision Point: Internship

An additional review occurs prior to the student's internship when program faculty review progress to date in the program. This review typically occurs upon completion of the 3-quarter practicum sequence prior to the fall start of the internship year. As part of the review, student's academic records are reviewed to verify that two criteria (i.e. a GPA of 3.0 or higher, grades of B or higher in all SPSY assessment courses, and grades of B- or higher in all SPSY courses) are met. In addition, SPSY faculty ratings of the student's personal competencies (see Appendix II) and the practicum supervisor's ratings of the student's performance in the practicum are reviewed. Contingent upon satisfactory academic progress, satisfactory performance in the practicum, and demonstration of satisfactory personal competencies, students' internship placements are confirmed.

4. Decision Point: Program Completion

Internship competency evaluation: The performance-based internship competencies are grouped within each of the ten NASP and 11 WAC standards. These competencies are assessed informally throughout the internship. Students receive specific formative evaluations and feedback mid-year, when the field supervisor completes a mid-year evaluation using the *Performance-Based Internship Competencies* evaluation form. In addition, the student's work characteristics are evaluated using the *Supplemental Internship Evaluation* form (see *School Psychology Internship Documents*). Areas on either form that are identified as needing attention become the focus for the remaining

months of the internship. The *Performance-Based Internship Competencies* form and the *Supplementary Internship Evaluation* form are reviewed at a final evaluation conference with the intern, field supervisor and university supervisor. For successful completion of the internship, ratings of 3 *Competent/ Satisfactory* are expected on <u>all</u> of the performance-based competencies and professional behaviors. If a student has failed to demonstrate the required competencies and professional behaviors, the time of internship may be extended and a remediation plan put in place. If, at any time, an intern receives ratings of *Unsatisfactory* on any competency or professional behavior, a remediation plan is put it place. If unsatisfactory ratings continue, the program and/or site supervisor may decide to terminate the internship. If a field supervisor or the program terminates an internship placement, the student will fail the internship course and, unless there are extenuating circumstances, will not be eligible for another placement.

Internship Portfolio: All school psychology candidates are required to develop a portfolio in SPSY 5800, 5810, 5820 School Psychology Internship and Seminar I, II, III that documents their competencies in each of the eleven WAC residency-level benchmarks subsumed under the ten NASP standards. This culminating performance-based assessment requires that candidates provide evidence, among other components, of internship activities that have positive impact on the students with whom they work. This evidence includes reports and recommendations based on formal assessments, a report on a consultation case, a counseling intervention, and academic and behavioral interventions. Program faculty assess the portfolios using a scoring rubric (see *School Psychology Internship Handbook)*

Comprehensive exam: School Psychology students must complete a written comprehensive exam prior to receiving the Ed.S. degree and being recommended for state and/or national certification. The ETS Praxis II Exam in School Psychology meets the requirement for the comprehensive exam. The ETS Praxis II Exam in School Psychology is a two-hour exam in a multiple-choice format. It is required for the National Certificate in School Psychology (NCSP). Students must achieve a passing score (i.e. score of 147 or higher or the current pass rate if different), verified in writing from ETS, to meet the comprehensive exam requirement. Data are gathered on the % of students who pass, and the average passing score.

Note: A comprehensive exam grade cannot be a matter for grievance, and a comprehensive exam is explicitly excluded from review under the *College of Education's Fair Process Policies and Procedures*. There is no limit on the number of times students may take the comprehensive exam.

As a final assessment prior to graduation, program advisers review the graduation worksheet of every student. Students' completed coursework is verified and any courses specified on the Program of Study filed at the time of Candidacy are noted, with completion to be verified prior to the granting of the degree and recommendation for certification as a school psychologist. The graduation worksheet is then reviewed and signed by the Associate Dean of the College of Education. Program faculty conduct a

final review to determine that all requirements for degree completion have been met. Candidates are then approved for graduation.

Program Assessment

School Psychology program faculty review candidate performance on multiple measures at each of the decision points described in the previous section as well as on an ongoing basis as needed. Performance data are reviewed by school psychology faculty at program meetings and with the School Psychology advisory board (PEAB) annually. A comprehensive review of candidate performance data is conducted at the end of each academic year and a written report is submitted to the COE Dean and to the School Psychology PEAB. Recommendations for program changes are made primarily by means of the PEAB review process, but also in consultation with program and COE faculty. Program changes are documented in an annual PEAB report submitted to the Washington State Office of the Superintendent of Public Instruction (OSPI).

Program Dismissal: Program admission and retention decisions are based not only on satisfactory academic knowledge and skills, but also on demonstration of work characteristics. The Program has the responsibility to the public to assure that its graduates can become competent and caring school psychologists. Evaluation and support occur throughout the program, as noted above, in courses, practicum, and internship. Program faculty periodically review student performance. If there are concerns, faculty may meet with the student to design a plan of action to assist the student in addressing the concerns. If the GPA requirement is not met, then any of the following may occur to be determined by the faculty: compensatory assignment to demonstrate competency, academic probation, and/or termination from program. On rare occasions, the program director may decide to withdraw a student from the program if there is evidence that his or her performance is unprofessional or unsatisfactory and additional time in the program will not result in improved performance. If a field site supervisor terminates an internship, a student will fail the internship and will not, unless there are extenuating circumstances, be eligible for another placement.

ADMISSIONS PROCESS

Please refer to the Seattle University Graduate Bulletin for the Admission Requirements for School Psychology. Note that an individual who is denied admission to the College of Education or to one of its programs cannot request a review of that decision (*College of Education Fair Process Policy & Procedures Manual*).

REGISTERING AND ADVISING

When you have been accepted for graduate study you will be assigned a school psychology faculty member as an advisor. You should make an appointment promptly for advising and registration information. It will be helpful to plan a <u>tentative</u> course of study for your entire

program. Give some thought to the load you wish to carry each quarter, your availability for summer sessions and tentative projections for practica and internship.

Before you advance in subsequent quarters, make an appointment with your advisor to confirm plans for registration. Your advisor can help in many ways but please remember that it is your program and you are responsible for all material in the graduate bulletin as well as for all published deadlines and for meeting the requirements for graduation.

STUDENT EMAIL ACCOUNTS AND COMPUTER LITERACY

The primary method of relaying important information on an ongoing basis is via a Seattle University email account. All students will be given an email address, at no cost, at the time of registration. Students must activate this account by contacting the help desk, 206-296-5571.

All students are expected to have basic computer skills. Those students wishing to acquire or improve basic computer skills may do so by enrolling in Seattle University's computer training classes and/or utilizing the various computer labs on campus.   Contact Information Services (206-296-5571) or www@seattleu.edu/it/training) for a schedule of computer classes. There is no charge for these classes and no advance registration is necessary.

Fingerprinting/Background Check

All students must have completed the fingerprinting/background check the Washington state's E-Cert platform required for ESA certification prior to beginning SPSY 5700: School Psychology Practicum I. Because the process takes several weeks, you should initiate the security check through the College of Education Certification Office, Loyola 500F (206-296-5774) early in the spring quarter prior to your practicum.

ELECTIVE COURSES

Electives may be taken from offerings in education (EDUC), counseling (COUN), special education (SPED), or elsewhere in the College of Education. Check with your advisor for ideas, suggestions or any questions you may have in selecting an elective. If electives replace waived courses students must seek advisor approval in advance of taking the class and file a Petition for Exception to Policy after their grade has been posted.

INDEPENDENT STUDY

Independent study (SPSY 5960) provides an opportunity for you to explore areas of your interest in depth under the supervision of your advisor or another faculty member with expertise in the area. Each independent study may be taken for 1-4 credits. The time frame for the study is specified prior to the start of the study.

Each independent study requires a completed contract (available from your advisor) detailing the scope of your efforts. The contract should be completed and submitted to your independent study supervisor before the beginning of the quarter it is taken. You should plan to spend 30 clock hours for each credit of independent study.

COURSE LOAD AND CLASS TIMES

A full load, at the graduate level, is six credits/ quarter. Full time students progress through the program taking three courses a quarter during the academic year and four courses in the summer quarter. The program does accommodate part-time students, such as practicing professionals, who may take only one or two classes per quarter. Classes are scheduled in the evenings during the fall, winter and spring terms. Classes offered during summer sessions are scheduled during the day as well as in the evenings. Occasionally, there will be classes with extended laboratories.

OPPORTUNITIES FOR AFFILIATION WITH FACULTY, COLLEAGUES AND THE PROFESSION

A number of planned activities provide opportunities for school psychology students to develop affiliation with colleagues, faculty and the profession. SPSY 5010 Roles and Functions in School Psychology includes an initial orientation to the program and the profession, typically in the student's first quarter. During this course, students are introduced to the program faculty and they observe practicing school psychologists as a part of "shadowing" requirements. During orientation and ongoing advising activities, students are encouraged to join the National Association of School Psychologists, the Washington Association of School Psychologist and the program's student organization, the School Psychers. Each year, a student representative serves on the School Psychology Professional Advisory Board (PEAB). Participation on the PEAB offers students opportunities to affiliate with school psychology practitioners and other educators and to provide a service to the program.   Throughout the program, courses incorporate group projects that encourage students to work together. Due to the interdisciplinary nature of our program, school psychology students take courses with students in the other programs. Course activities often involve students in cross-disciplinary group activities and projects. For example, SPSY 5620 Family/School Collaboration involves students in simulations of school-based problem-solving teams. For school psychology students, assessment courses range from 12-15 students. Small class sizes allow students to get to know each other and the faculty well. Students form a cohort in the year prior to internship when they advanced coursework and practicum courses, and remain as a cohort through internship until program completion. An annual end-of-year social event provides opportunities for students at varying stages in the program to affiliate socially. The program hosts an annual social event at the Washington Association of School Psychologists (WSASP) fall conference that brings program students, faculty, supervisors and alums together. Periodically, the program also hosts a continuing professional development summer conference on campus that brings together expert speakers, local practitioners, faculty and students for in depth training on a specific topic.

ACADEMIC POLICIES

Seattle University Academic Honesty Policy

All students are expected to read, understand, and follow Seattle University's Academic Honesty Code. https://www.seattleu.edu/redhawk-axis/academic-policies/

Seattle University Fair Process Policy

All grievances must be handled in accordance with the Seattle University Fair Process Policy. Copies of the policy may be obtained in the Department Office in Loyola 512, in the main College of Education office in Loyola 500, https://www.seattleu.edu/redhawk-axis/academic-policies/.

GRADES

Seattle University's grading system is as follows:

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Adequate Performance (Undergraduate only)
C-	1.7	
D+	1.3	
D	1.0	Poor Performance
D-	0.7	
E	0.0	Failing

All practicum courses (SPSY 5700, 5710, 5720) and the school psychology internship and seminar (SPSY 5800, 5810, 5820) are graded as CR (credit) or F (fail).

The school psychology program requires grades of B- or higher and B or higher in SPSY 5640, 5660, and 5670 for successful course completion.

"I" GRADES: INCOMPLETE

Occasionally and in unusual circumstances, you may not be able to complete all of the course requirements in a given quarter. Normally "I" grades are allowed for extraordinary and unexpected personal or family situations. A grade of "I" (Incomplete) must be arranged with your instructor's permission. You are responsible for filling out the necessary petition and giving

it to your instructor with as much lead time as possible, prior to the end of the quarter. The work required to remove the "I" grade must be completed <u>within six weeks</u> of the beginning of the next academic quarter. A fee is required to remove an incomplete and the Instructor must sign an "I" removal form. See Seattle University Graduate Bulletin for specific timelines for "I" grade removal.

"N" GRADES: NO GRADE

"N" Grades are usually reserved for independent studies or special practica, which are designed to extend beyond the quarter. A grade of "N" means "work in progress" and is valid through four consecutive quarters, after which time it expires. If course work is not completed within the four quarters the credit is lost. It is essential that you collaborate closely with your supervisor to prevent this problem. When completed work is submitted, the faculty member supervising your work signs the "N" removal form along with giving you your final grade. See Seattle University Graduate Bulletin for specific timelines for "N" grade removal.

COURSES REQUIRING A 3.0 MINIMUM AVERAGE

There are several courses in which you must earn an A or B (a B- is not acceptable): Individual Intelligence Assessment (SPSY 5660), Individual Educational Assessment (SPSY 5640), Personality and Behavior Assessment (SPSY 5670). If a grade below B is obtained, you must repeat the course. This ensures an acceptable level of clinical skill. All other classes require a B- or higher.

PROBATION POLICY

 Graduate students whose grade point average falls below 3.0, placing them on probation, are allowed three courses to bring their cumulative average up to 3.0. The student's probationary status will be reviewed after the completion of three courses applicable to the degree.   While on probation, the student cannot register for Internship.

TRANSFER CREDIT

At the master's or educational specialist level a maximum of 10 credits may be transferred from another accredited institution if they are earned with a grade of 3.00 or better on a 4.00 American grading scale, were taken for graduate credit, fall within the six-year limitation, and are approved by the program (department).

SUBSTITUTION OF A COURSE

For post-BA students, there may be certain situations in which a sponsoring degree department may approve the substitution of a previously completed graduate course for an equivalent required graduate course. The substitution, however, in no way reduces the total number of credits required for the degree.

Post-MA Course Waivers: For Post-MA students, up to 30 credits of foundational courses may be waived pending a thorough review of transcripts and syllabi completed in previous graduate programs. Previously completed foundational courses that meet NASP standards are waived and documented on the student's official Seattle University transcript. However, it is important to note that typical Post-MA students waive between 6-18 credits.

TIME RESTRICTIONS

As per the Graduate Bulletin, all requirements for the Educational Specialist degree including transfer courses must be completed within six years after course work is begun. In those unusual circumstances where a student cannot complete the degree requirements within the six-year limit, the student must file a petition with the graduate dean at least one quarter prior to the expiration of the six-year limit, requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed.

SIMULTANEOUS ENROLLMENT AT ANOTHER INSTITUTION

If the student wishes to attend another institution while enrolled at Seattle University and plans to transfer the earned credits into this program, he or she is asked to consult with an advisor. If approved, the student completes a "Transfer of Credit" form (available in the department office) prior to undertaking the coursework. It is the student's responsibility to gather the relevant course information when requesting enrollment at a second institution and to know the academic requirements. An official copy of the transcript from the second institution must be submitted after the completion of the coursework. See "Transfer of Credit", above.

DISABILITY SERVICES

If a student has a disability that s/he believes requires accommodation by Seattle University, it is the student's responsibility to request such accommodation from Seattle University by calling (206-2965740) or going to the Seattle University Learning Center (Loyola Hall, Room 100) where the Disability Services office is located. The student should make an appointment with the Disability Specialist to evaluate the need for such accommodation and, if needed, define accommodation. An accommodation request form is required from each student for each and every quarter that any accommodation is needed. An accommodation request form should be submitted in a timely manner (planning for adequate time for evaluation of need) prior to the quarter during which accommodation is needed.

APPEALS AND EXCEPTIONS TO POLICY

Should you have a legitimate reason for wanting an exception to any of the policies and/or procedures listed in the Student Handbook or Graduate Bulletin, you must petition the graduate faculty using an *Exception to Policy* form, available in the Department office, Loyola 512.

See the *College of Education Fair Policy and Procedures Manual* for information related to appeal or review of academic decisions. Copies are available in the Department Office, Loyola 512.

PROGRAM EVALUATION DATA

Systematic collection and analysis of both process and performance evaluation data are essential for improving the quality of any professional preparation program. By College of Education policy, all coursework, practica, internship experiences, faculty and supervisors are evaluated by students. One of your responsibilities as a student is to provide your feedback while in the program through formal evaluations of faculty, course and field supervisors which are collected at the end of each course, practicum and the school psychology internship. Your feedback will also be solicited in several focus group discussions held at the end of your program and during your first year on the job. We appreciate students' involvement in each of these evaluation processes; only through such feedback, combined with mandated university and Washington state comprehensive program review processes, can we continue to improve the quality of your preparation as school psychologists.

PROFESSIONAL ORGANIZATIONS

The professional organizations for school psychology are the National Association of School Psychologists (NASP) and the Washington State Association of School Psychologists (WSASP). The national organizational membership includes subscriptions to the *School Psychology Review* and the *Communiqué.* NASP sponsors a national convention in the spring of each year. The state organization sends out a newsletter (*Scope*) and sponsors state or regional conventions annually.

Website addresses: NASP: www.nasponline.org
WSASP: www.wsasp.org

You are encouraged to join the professional organizations and attend the conventions to begin networking with professionals in the field. Conventions are also an excellent place to research job openings. Dues are reduced for students upon verification of enrollment in a school psychology preparation program. Applications may be obtained from the Program Director or faculty.

GRADUATION EVALUATION TIMELINE, PROCESS AND CRITERIA

If you are planning to complete your degree in June of any academic year, you must submit your application for graduation by the beginning of the previous November. To complete your application, please report to the Office of the Registrar, USVC 104.

Summer, Fall and Winter graduates will have their degree posted (meaning that the "Educational Specialist Degree Requirements Completed" is stamped on your transcript) at the end of the quarter of graduation, although the diploma will not be mailed for approximately eight weeks. While waiting for your diploma you may request that a letter be sent to you stating that your degree requirements have been completed and that you are eligible for any appropriate position requiring the degree. The letter can be available within a few days of your graduation if you make a request from the Registrar's office well in advance.

COMMENCEMENT WITH DEFICIENCIES

A student can participate in graduation with 6 or fewer outstanding credits. Students do not have to have completed comprehensive examinations. The comprehensive exam policy is a College of Education policy and supersedes the University policy in the *Graduate Bulletin*.

SERVICES FOR SECURING EMPLOYMENT: PLACEMENT FILE

During your last quarter of internship you may wish to open a placement file. The Education Career Services office is located in Loyola 513, phone number 296-5780. You will receive several forms to fill out with personal data, and other forms for recommendations. It is advised that your district internship supervisor, university supervisor and someone else in the district where you intern (teacher or principal) be approached to write a recommendation.

A placement file or credential file is a permanent file containing information highlighting your educational preparation, your employment history, and all relevant experiences which enhance your preparation for the field of education. Additionally, this file includes a minimum of three current letters of recommendation. These credentials are the information upon which most school districts base their initial screening for hiring new educators. The original copies of your placement file are stored in the Educator Career Services office. Photocopies are sent to prospective employers upon your request. The request line phone number is 206-296-5779. It is your responsibility to have a file that is complete, current, well prepared, and neatly organized, so that Educator Career Services can quickly respond to your file requests.

Resumes, certificate copies, and transcripts are not included in your placement file. These are usually sent with your application and cover letter, or with your letter of application. Unofficial transcripts or photocopies of your transcripts are commonly accepted with your application, unless an individual school district specifically requires an official transcript for the Registrar's Office. In addition, other materials relating to past experience such as newspaper clippings, testimonials, and certificates of appreciation are not appropriate for credential files. Individuals should keep these items as part of their personal Professional Growth Plan.

Note: Application requirements of Washington State school districts may change for the next year's hiring season, and it is the applicant's responsibility to provide necessary materials.

RECOMMENDATION FOR CERTIFICATION AND/OR ENDORSEMENT TIMELINE, PROCESS AND CRITERIA

Washington State ESA Certification (Residency Certificate): The forms and instructions for the application for the Washington State ESA Residency Certificate in School Psychology may be obtained from the Assessment Certification and Records Specialist in Loyola 500F. When all program requirements are completed (coursework, internship, and examinations) you will be issued a Residency Level School Psychologist Certificate. A 180-day temporary certificate can be obtained if immediate job placement is offered.

National Certification in School Psychology (NCSP): Upon completion of the program, graduates are eligible for the National Certificate in School Psychology. The application process requires submission of an application to the National Association of School Psychologists upon successful completion of Educational Testing Service's Praxis Exam in School Psychology.

While many states do not formally acknowledge the NCSP within credentialing documents, individuals who meet requirements for the NCSP generally meet or exceed the graduate preparation requirements for initial credentialing in ALL states with few exceptions. Applicants holding the NCSP are encouraged to contact their state's credentialing office to inquire about recognition of the NCSP, or visit NASP's state credentialing page.

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SEATTLE U

COLLEGE OF EDUCATION
SCHOOL PSYCHOLOGY

Faculty Evaluation of Personal Competencies

Student: _____ ID #: _____

Advisor: _____

All school psychology students sign this document during an orientation to signify that they understand that the personal competencies or work characteristics in this document are evaluated by faculty at candidacy and prior to practicum and internship placement and that, at any time, a faculty member may initiate an evaluation of a student on any competencies that may be unsatisfactory. These competencies complement knowledge and skills (including clinical competencies) evaluated in coursework throughout the program.

Students must be satisfactory in all personal competencies/ work characteristics to be granted *Approval* for candidacy and to start field placements. *Denial* of candidacy or permission to start a field placement <u>may</u> result if any competency is unsatisfactory. *Deferral* of candidacy or permission to start a field placement if any competency is unsatisfactory may include, if appropriate, a remediation plan. Should a faculty member initiate an evaluation, the student will meet with the faculty member and/or advisor (as appropriate) to discuss any competency in question and to determine a plan for satisfactory evaluation of the competency. Each competency has a respective disposition(s): ethical, professional, reflective, service, diversity. Descriptions of these dispositions are in the program handbook.

RATING SCALE: Personal competencies are rated according to the following scale.

> **U = Unsatisfactory:** Inconsistent demonstration of behavior (1)
> **S = Satisfactory:** Frequent demonstration of behavior (2)
> **E = Exceptional:** Consistent demonstration of behavior (3)

DECISION DEFINITIONS:
- *Approval* - the student has met all personal competencies necessary.
- *Deferral* - candidacy has been deferred; reasons for deferral and a remediation plan are documented in attachments.
- *Denial* - candidacy has been denied; reasons for denial are documented in attachments.

Orientation: By signing below, the student certifies that he/she understands the personal competencies/ work characteristics that will be evaluated at candidacy, pre-practicum, pre-internship, or any time deemed appropriate by faculty.

Student Signature   Date

Competency	Candidacy	Practicum	Internship	COE Disposition
1. Demonstrates accountability to self and others				Professional
2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others				Professional
3. Demonstrates effective interpersonal awareness and communication skills				Reflective Professional
4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures				Professional
5. Demonstrates initiative in soliciting, accepting, and integrating feedback				Reflective
6. Demonstrates self-awareness of mental and emotional well being, and ways to manage stress; actively striving to pursue well being				Ethical Professional
7. Demonstrates and integrates ethical and legal standards and principles of the profession				Ethical Professional
8. Demonstrates progress towards independence as school psychologist				Professional
9. Demonstrates engagement in reflective and professional development activities				Reflective Professional
10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the cultural intersectionality of others				Diversity
11. Demonstrates commitment to work for a more socially just world through school psychology				Service
SPSY Program Office to complete Credits:				
GPA:				
Recorded in Database:				
Approved				
Deferred			*	
Denied			*	

see requirements on page 3

Candidacy

Advisor Signature	**Date**	**Student Signature**	**Date**

SCHOOL PSYCHOLOGY

Practicum				
Advisor Signature	**Date**	**Student Signature**		**Date**

Internship				
Advisor Signature	**Date**	**Student Signature**		**Date**

Internship Deferral and Denial:

By signing below, both the student and the advisor acknowledge:

_____ *Deferral:* Approval to start the internship has been deferred; reasons for deferral and a remediation plan are documented in attachments.

_____ *Denial:* Approval to start the internship has been denied; reasons for denial are documented in attachments.

Advisor Signature	**Date**	**Student Signature**	**Date**

Faculty Initiated Evaluation:

By signing below, the student and the advisor acknowledge understanding of the competency /competencies that has/have not been satisfactorily met. If a remediation plan is devised, it is attached and a date is set for re-evaluation.

Advisor Signature	**Date**	**Student Signature**	**Date**

Seattle University
School Psychology Program
Assessment System

NASP Domain	Prog Goal	Course Embedded Assessments	Field Based Assessments	
			Practicum	Internship
Data-Based Decision Making	3	SPSY 5630: CBM Assessment and Intervention Report SPSY5670: Comprehensive Evaluation Report SPSY 5660: Comprehensive Case Report of a Culturally and Linguistically Diverse Student	Behavior intervention case study Consultation case study Assessment case study Testing observations Field Supervisor Evaluation	Counseling case study Academic intervention case study Functional behavior assessment CLD assessment case study Testing observations Field Supervisor Evaluation
Consultation and Collaboration	5, 6	SPED 5450: Consultation Action Plan Essay SPSY 5720: Self-reflection consultation skills	Consultation case study Field Supervisor Evaluation	Functional behavior assessment Field Supervisor Evaluation
Academic Interventions and Instructional Supports	2	SPSY 5630: CBM Assessment and Intervention Report SPSY 5030: Effective Instruction and Learning	Field Supervisor Evaluation	Academic intervention case study Field Supervisor Evaluation
Mental and Behavioral Health Services and Interventions	2	SPED 5430: Intervention Evaluation Project SPSY 5670: Comprehensive Evaluation Report	Behavior intervention case study Field Supervisor Evaluation	Functional behavior assessment Counseling case study Field Supervisor Evaluation

School-Wide Practices to Promote Learning	3, 4, 5, 7	SPSY 5050: Program Evaluation Project SPSY 5010: Philosophy of School Psychology Paper	Field Supervisor Evaluation	Personal Competency Statement and Professional Development Plan Field Supervisor Evaluation
Services to Promote Safe and Supportive Schools	3, 7	SPSY 5020: Counseling Skills Assignment SPSY 5370: SEL theory of change assignment	Behavior intervention case study Consultation case study Field Supervisor Evaluation	Functional behavior assessment Academic intervention case study Counseling case study Field Supervisor Evaluation
Family, School, and Community Collaboration	5, 6	SPSY 5620: Family School Collaboration Research Project/ Poster Presentation SPSY 5620: Family Interview Summary	Field Supervisor Evaluation	Case studies, one required to include explicit Family School Collaboration Field Supervisor Evaluation
Equitable Practices for Diverse Student Populations	4	SPSY 5660: Comprehensive Case Report of a Culturally and Linguistically Diverse Student SPSY 5040: Advocacy Project	Field Supervisor Evaluation	CLD assessment case study Case studies, representing diversity Field Supervisor Evaluation
Research and Evidence-Based Practice	3	SPSY 5050: Program Evaluation Project SPSY 5030: Critical Inquiry Proposal	Behavior intervention case study Consultation case study Field Supervisor Evaluation	Counseling case study Academic intervention case study Field Supervisor Evaluation (WQ/SQ)
Legal, Ethical, and Professional Practice	1	SPSY 5010: Philosophy of School Psychology Paper SPSY 5600: Ethics and Law Comprehensive Exam	Assessment case study Field Supervisor Evaluation	Resume Philosophy of school psychology CLD assessment case study Field Supervisor Evaluation

Program Goals: To increase the competence of youth and the capacity of systems, students will…
1. Practice in accordance with professional, ethical, and legal standards.

2. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved populations.
3. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.
4. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.
5. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.
6. Use self-reflection to guide their work with youth, families, and professional colleagues.
7. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.