

STUDENT HANDBOOK

2026-2027



Doctoral/Specialist Inclusive Degree Program in School Psychology



DOCTORAL/SPECIALIST INCLUSIVE DEGREE PROGRAM IN SCHOOL PSYCHOLOGY

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INTRODUCTION AND MISSION

The mission of the University of Washington's School Psychology Program is to prepare **scientist-practitioners** whose practice of psychology is grounded in scientific knowledge and focused on enhancing the socio-emotional and educational competence of school-age children and youth. This Program provides students with a structural framework that emphasizes learning school psychology practices and developing practitioner skills during the first three years (Ed.S.) and concentrating on generating new scientific knowledge and research that influences the practice of school psychology (Ph.D.).

The School Psychology Program at the University of Washington offers two levels of training: Educational Specialist (Ed.S.) degree and the Doctor of Philosophy (Ph.D.) degree. The Ed.S. degree is a two-year sequence of classes and a 1200 hour one-year pre-certification internship during the third year. The Ph.D. degree is two years of coursework beyond the Ed.S. degree and an additional full-time pre-doctoral internship. This Handbook provides a detailed description to complete both the Ed.S. and Ph.D. degrees.

The Ed.S. degree training is designed to prepare practitioners to provide ethical assessment, consultation, and intervention services in schools. The Ed.S. degree program is approved by the State of Washington Office of the Superintendent of Public Instruction and qualifies graduates for the Residency certificate as a school psychologist—the entry-level certificate required for employment as a school psychologist in Washington State. The University assists students in obtaining their residency certification; after graduate students complete their successful employment experience in the schools, graduates work with their Education Service District to obtain the Professional Certification. The Ed.S. degree program has full approval from the National Association of School Psychologists (NASP). Graduates of the Ed.S. degree program who obtain a passing score on the PRAXIS II Exam Specialty Area Test in School Psychology are eligible for National Certification in School Psychology.

The Ed.S. degree is also the first three years of coursework and practicum experience for the Ph.D. degree. During the autumn quarter of the third year of the Ed.S. degree, students may apply to the Ph.D. degree. Prospective students may also apply directly to the Ph.D. degree with an undergraduate degree, but they must complete the Ed.S. degree along the way to the Ph.D. degree. This option is called the *Ph.D./Ed.S. inclusive degree program*.

The Ph.D. degree training is designed to prepare Health Service Psychologists to be trainers of school psychologists in academic settings, researchers who contribute to the scientific foundations for the practice of school psychology, leaders in school settings, and/or providers of school psychological services in hospital or community mental health settings. The Ph.D. degree program is accredited by the American Psychological Association (APA)¹ and NASP.

¹ American Psychological Association (APA), 750 First Street NE, Washington, DC 20002-4242, COA 202-336-5979

The School Psychology Program is a graduate program of the University of Washington. Graduate programs are in four Areas in the College of Education: Teaching, Learning, & Curriculum (TLC), Educational Foundations, Leadership, & Policy (EDFLP), Learning Sciences & Human Development (LSHD), and Special Education, School Psychology, & Measurement & Statistics (S3). School Psychology is one of three degree-granting programs within S3. School Psychology students take courses with and interact with students and faculty throughout the S3 Area and College of Education. This interaction prepares our graduates for professional interdisciplinary collaboration.

The Ed.S. degree is structured as a self-sustaining program, and financial operations are managed by the UW Professional and Continuing Education (UW PCE) unit. This means that tuition for the Ed.S. degree is different from the other degree programs in the College of Education. Course registration for all Ed.S. degree students (including the Ph.D./Ed.S. inclusive degree students) is managed by the UW PCE through the third year of the Program.

UW SCHOOL PSYCHOLOGY PROGRAM BROCHURE

OVERVIEW

School psychologists assess, consult, and provide prevention and direct intervention services for school learning, behavior, and mental health problems. The graduate program in School Psychology at the University of Washington stresses the expanded role of the school psychologist and offers formal course work and practica in assessment, consultation, intervention, and counseling. In addition, the program is grounded in the scientist practitioner model and offers a strong background in the scientific foundations for the practice of school psychology as well as training in applying current research knowledge and theory to educational practice.

The University of Washington's School Psychology Program is in the College of Education. The Educational Specialist degree (Ed.S.) is approved by the State of Washington and meets requirements for Residency certification (Educational Staff Associate) as a school psychologist in Washington. The Ed.S. degree program is accredited by the National Association of School Psychologists; therefore, students who complete the Ed.S. degree also qualify for national certification as a school psychologist (NCSP). The Doctoral degree (Ph.D.) has APA* accreditation+ and prepares graduates for licensure as a psychologist and for college teaching and research positions. The Ed.S. degree and pre-certification internship serves as the first three years of the doctoral degree for those who pursue advanced study. Only students who have completed requirements for an Ed.S. degree in school psychology are admitted to the Ph.D. degree.

APPLICATION PROCEDURES

Admission to graduate degree programs is competitive with space limited by faculty size and facilities. For application support and information, contact the Office of Student and Academic Services, 206 Miller Hall, Box 353600, Seattle, WA 98195, (206) 543-7834, edinfo@uw.edu.

FINANCIAL ASSISTANCE

The College of Education endeavors to provide some financial support for graduate students, especially doctoral degree students, although the availability of resources is limited. Specific information on paid appointments, amounts or stipends, application procedures and deadlines is available from the Office of Student and Academic Services website.

EDUCATIONAL SPECIALIST DEGREE

The Ed.S. degree course of study is the entry-level training for the field of school psychology in Washington State. This program is full-time, requiring three years of coursework at

the UW and passing of the Ed.S. Oral Exam at the end of the second year. The third year of the Program is required for state and national certification as a school psychologist. During the third year, students must complete a full-time internship (1,200 hours of which 600 hours must be completed in a school setting) and pass the Praxis II exam which qualifies the candidate for National Certification in School Psychology (NCSP) and enables eligibility for professional level certification in the State of Washington.

In the first year, students take courses in the scientific foundations for the practice of school psychology:

- Human learning
- Development during early childhood, middle childhood, and adolescence
- Child and adolescent psychopathology
- Individual differences
- Multicultural issues
- Research methods
- Statistics

In addition, they take courses that introduce them to the:

- Field of school psychology
- Ethical, legal, and professional standards of practice
- Consultation (indirect service delivery) and interdisciplinary collaboration
- Behavioral assessment and interventions

The second year includes field-based and on-site practicum experiences in which students provide direct and indirect services (birth to 21) under the supervision of the University faculty. Students learn to:

- Administer and interpret intellectual, cognitive, academic, and neuropsychological tests
- Assess social and emotional functioning and adaptive behavior
- Interview parents, children, and teachers
- Observe children in the classroom
- Test clinical hypotheses
- Generate recommendations for interventions
- Write psychological reports
- Provide oral feedback and consultation
- Counsel individual children and their parents

The entire third year is designed as a field-based internship in schools where interns are supervised by certified school psychologists and receive supervision once a week at the University. Altogether, the three-year Ed.S. degree requires 113 credit hours.

POST-BACCALAUREATE ADMISSION TO EDUCATIONAL SPECIALIST INCLUSIVE DOCTORAL PROGRAM

Students may enter the Ph.D. degree post-baccalaureate (i.e., without an Ed.S. degree in School Psychology). However, post-baccalaureate applicants to the Ph.D. degree are required to obtain the Ed.S. degree in School Psychology as part of the doctoral degree coursework and they must maintain satisfactory progress during the first two years of the Program. In addition to these requirements, students

will need to have an identified interest in an area of research similar to a one of the core tenure line School Psychology faculty (e.g., Kristen Missall and Marissa Pilger-Suhr) and the advisor must be willing to mentor the student through their Ph.D. degree and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all practicum courses of the school psychology curriculum
- All course grades above 3.0
- Incompletes, if any, need to be completed in the subsequent quarter in which they were given. No more than two incomplete course grades per year.
- Pass Ed.S. Oral Exam at the end of the second year of course of study.
- Faculty review of student progress on a quarterly basis to determine satisfactory progress. This review includes grades, professional behavior, and appropriate match of student's research interest to faculty.

Annual evaluations of the Ph.D./Ed.S. degree inclusive students will lead to one of the following recommendations: a) continue in the Ph.D./Ed.S. inclusive degree program; b) obtain the Ed.S. degree and do not continue with the doctoral degree; or c) withdraw from the Ed.S. degree.

DOCTOR OF PHILOSOPHY DEGREE

The Ph.D. degree program has been accredited+ by the American Psychological Association (APA) * since 1992 and by the National Association of School Psychologists (NASP) since 1995. It is designed to prepare school psychologists for leadership roles in:

- School settings
- Graduate training programs in school psychology
- Teaching hospitals and other health agencies providing outpatient services for patients with school-related problems
- Research settings where investigations are conducted related to learning, development, and behavior of school-aged children

The Ph.D. degree in school psychology at the UW requires a minimum of 90 credit hours (30 of which apply from the Ed.S. degree). Students must have completed an Ed.S. degree or must be in the process of completing an Ed.S. degree in school psychology to be considered for the Ph.D. degree. Students who apply to the Ph.D. degree after they have obtained their Ed.S. degree in school psychology at the UW use their coursework in their Ed.S. degree program as their specialization area. Students who have completed an Ed.S. degree in school psychology from another institution will have their transcripts reviewed to determine courses that may be applied to their Ph.D. degree course of study (maximum of 30 credits can be applied). The strongest applicants to the Ph.D. degree will have research experience

and research potential that is aligned with expertise of faculty within the UW School Psychology Program.

The Ph.D. degree requirements consist of:

- Coursework in the biological bases of behavior, the cognitive/affective bases of behavior, the social aspects of behavior, individual differences, measurement, statistics, research design, and advanced integrative knowledge of these areas.
- Research and inquiry seminars and formal presentations
- General examination in specialization, two cognates (area of interest to the individual student), and an area of specialization outside education
- Continuous conduct of research and scholarly inquiry culminating in a dissertation.
- A one-year, full-time, pre-doctoral internship in a school, treatment center/clinic, or other research setting

Each Ph.D. degree student works under the close supervision of a committee chaired by a faculty advisor who is a tenure-track faculty member in the School Psychology Program (Mazza, Missall, Pilger-Suhr). All students seeking Ed.S. and Ph.D. degrees are advised by a core faculty member in the School Psychology Program.

SCHOOL PSYCHOLOGY ADVISING FACULTY

James Mazza, Ph.D., University of Wisconsin, 1993

mazza@uw.edu

Research area: child and adolescent mental health; depression, suicide, and post-traumatic stress syndrome; exposure to violence; social support

Kristen Missall, Ph.D., University of Minnesota, 2002

kmissall@uw.edu

Program Director

Research area: early literacy, numeracy and social development; school readiness; MTSS; data-based decision making.

Marissa Pilger-Suhr, Ph.D., University of Oregon, 2021

mpsuhr@uw.edu

Research area: MTSS for reading

*American Psychological Association (APA)

750 First Street NE

Washington, DC 20002-4242

Telephone: (800) 374-2721 or (202) 336-5500

+ APA Committee on Accreditation

750 First Street NE

Washington, DC 20002-4242

Telephone: (202) 336-5979

TDD/TTY: (202) 336-6123

Fax: (202) 336-5978

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations

SCHOOL PSYCHOLOGY PROGRAM
Doctor of Philosophy Degree (Ph.D.)²
Educational Specialist Degree (Ed.S.)

ADMISSION REQUIREMENTS

1. **A personal goal statement/statement of purpose** of no more than 750 words (3 pages double-spaced) which addresses:
 - reasons for seeking entry into this program
 - post-baccalaureate experiences in teaching, counseling & assessment, if any
 - professional aspirations
 - research interests
2. **Three recent letters of recommendation** from professors or direct supervisors, on their letterhead, which address:
 - your communication skills, both written and oral
 - your ability to interact productively with supervisors, peers, and children
 - your ability to function without supervision
 - your teaching, counseling, and/or assessment skills
 - other relevant aspects of your academic or professional development
 - your research competence and experience
3. **Grade-point average for latest 90 graded quarter credits (or 60 semester credits)**
UW requires a minimum 3.0 grade-point-average (on a 4-point scale) from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution for the last 90 graded quarter credits or 60 graded semester credits from a baccalaureate degree (for a master's, doctoral, or professional degree, the total cumulative average may be used). If you earned additional credits from an accredited institution after your degree, you may include these credits in calculating your GPA.
4. The **GRE General Test** ([Graduate Record Examination](#)) is required for all applicants. Please submit your scores using our institution code (**4854**), and self-report your score and test date on your application. There is no minimum score requirement; instead, GRE results are considered as one component of a comprehensive, holistic review process that evaluates each applicant in the context of their full application.
5. **For Ph.D. degree applicants with a Masters or Specialist Degree in School Psychology**
Ph.D. degree applicants with a previous degree in school psychology are invited to apply to the program. For consideration at this level, a master's or Ed.S. degree in School Psychology, completion of two years of coursework in the Ed.S. degree program at the University of Washington, or certification as a school psychologist are required. Applicants who do not meet

² The Ph.D. degree program is accredited by the American Psychological Association and the National Association of School Psychologists. *American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; COA, 202-336-5979

these requirements must first complete the Ed.S. degree coursework as part of the Ph.D. program (including the pre-certification internship).

6. Preference is given to applicants with employment or volunteer experience in PK-12 schools.
7. Preference is given to applicants who have research training and experience. (Ph.D. applicants only)
8. We host an interview day around the first or second week of February for finalists who remain competitive after the primary and secondary review of their application. For those who are unable to attend, an interview with one or more members of the core faculty in school psychology is required. Interviews are by invitation.
9. Applications for admission will be considered only for admission in the autumn quarter. Applications must be received by the Graduate School by December 1 (or the Monday after, if the first falls on a weekend); faculty reviews will commence in January and continue until all vacancies are filled.
10. The College of Education is committed to recognizing and fostering the values derived from a diverse student population. We strive to promote increased diversity among practicing school psychologists. We apply a variety of criteria when evaluating applications.

Application Scoring Rubric

During the application review process, core faculty review prospective student applications independently. Each faculty member reviews files and rates applications with the following scoring rubrics. Applicant files are rated on a 4-point scale on every criterion. The faculty meet as a group to compare ratings and collaboratively decide which applicants should be offered an interview. Typically, interviews are offered by the second week of January with the interview day being held on a Friday in late January or early February.

Ph.D. Degree Application Scoring Rubric					
Bachelor's degree GPA	Statement of Purpose	Faculty Match for Research	Experience	Letters of Rec	Total Score
3 = 3.8+ 2 = 3.6+ 1 = 3.5+ 0 = < 3.5	3 = strong 2 = good 1 = adequate 0 = not a fit	3 = strong 2 = good 1 = weak 0 = no match	3 = strong 2 = good experience 1 = volunteer only 0 = no work or volunteer experience	3 = 3 strong letters 2 = 2 strong letters 1 = 1 strong letter 0 = no strong letters	range 0-15

Ed.S. Degree Application Scoring Rubric					
Bachelor's degree GPA	Statement of Purpose	Goal Fit	Experience	Letters of Rec	Total Score
3 = 3.5+ 2 = 3.3+ 1 = 3.0+ 0 = < 3.0	3 = strong 2 = good 1 = adequate 0 = unclear	3 = strong 2 = good 1 = weak 0 = not a fit	3 = strong 2 = good experience 1 = volunteer only 0 = no work or volunteer experience	3 = 3 strong letters 2 = 2 strong letters 1 = 1 strong letter 0 = no strong letters	range 0-15

Important Note about Ph.D. Degree Admissions

Students may enter the Ph.D. degree post-baccalaureate (i.e., without an Ed.S. degree in School Psychology). However, post-baccalaureate applicants to the Ph.D. degree are required to obtain the Ed.S. degree in School Psychology with satisfactory progress as part of the doctoral degree coursework. In addition, student research interests must be aligned with one of the core tenure-line School Psychology faculty (e.g. Kristen Missall and Marissa Pilger Suhr) and the advisor must be willing to mentor the student through their Ph.D. degree course of study and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all core courses of the school psychology curriculum.
- All course grades above 3.0.
- Incompletes must be completed in the subsequent quarter for classes that are prerequisites for others. All incompletes must be completed by graduation.
- Pass Ed.S. Oral Exam at the end of the second year of course of study.
- Satisfactory quarterly review of progress by faculty, including grades, professional behavior, and appropriate match of student's research interest to faculty.

Students who enter the Ph.D. degree with a master's or Ed.S. degree in School Psychology immediately begin the fourth year of the Program (see the course sequence later in this Handbook).

SCHOOL PSYCHOLOGY CORE FACULTY

Elizabeth Holland, Ph.D., NCSP, University of Washington, 2015

holland@uw.edu

Nationally Certified School Psychologist #44228

Licensed Psychologist:

- WA - PSYC.PY.60654496 (2016 - present)
- OR - #4195
- PSYPACT Mobility #14401

My clinical interests include cognitive behavioral therapy (CBT), exposure and response prevention (ERP) for obsessive-compulsive disorder, ADHD, learning disabilities, neuropsychological assessment, and autism spectrum disorder. My clinical orientation is primarily cognitive-behavioral, and I integrate other evidence-based approaches as appropriate to meet the needs of the children and families I serve. Throughout my career, I have worked in a variety of settings, including universities, research clinics, public schools, private practice, and community health clinics.

As a Teaching Associate in the UW School Psychology Program, I draw on my experience as a clinician and a former public school teacher to support the development of future school psychologists and psychologists. My passion for teaching and supervision as well as these experiences continue to inform my approach to teaching, supervision, and consultation. I am particularly passionate about clinical training and professional development. I enjoy working closely with students during their practicum experiences as they integrate assessment, counseling,

intervention, and consultation skills into their professional identities. I am committed to advancing excellence in graduate training and have served as a site visitor for the American Psychological Association's Commission on Accreditation as well as a postdoctoral supervisor. My goal is to help prepare reflective, evidence-based practitioners who can effectively support children, families, and schools. I am particularly committed to helping students bridge research and practice through high-quality supervision and applied training experiences.

James Mazza, Ph.D., University of Wisconsin—Madison, 1993

mazza@uw.edu

Licensed Psychologist (WA), PSYC.PY.00002818 (2003 - present)

My research interests focus broadly on adolescent mental health issues, particularly internalizing disorders such as depression, anxiety, posttraumatic stress disorder, exposure to violence and especially suicidal behavior. I am also interested in the impact of exposure to violence and PTSD and other mental health problems in youth. Because youth mental health problems are often under-identified yet related to academic difficulties and disciplinary issues, understanding the complex relationships of how mental health issues impact adolescent social emotional abilities and academic skills is central to the psychological services that are delivered in school-based settings. Thus, my research focuses on multi-tiered systems of support (MTSS) that emphasize the need to provide school-based mental health services and SEL programs to all students as part of their education.

My current research is focusing on the development and evaluation of a social emotional regulation curriculum that has been designed at the universal level to help middle and high school students learn adaptive coping and decision-making strategies. The curriculum, called DBT Skills Training for Emotional Problem-Solving for Adolescents (DBT STEPS-A), is developed on the foundation of Dialectical Behavior Therapy (Linehan, 1993) and utilizes the skills component of DBT2.

Kristen Missall, Ph.D., NCSP, University of Minnesota, 2002

kmissall@uw.edu

UW School Psychology Program Director

Nationally Certified School Psychologist #33558

UW Faculty Representative – School Psychology Student Association

My research focuses on child growth and development during the preschool and elementary school years. Broadly, my work encompasses three interconnected areas: early academic and social development and assessment, data-based decision making within Multi-Tiered Systems of Support (MTSS), and school readiness and the transition to formal schooling. I am particularly interested in the development of early literacy, mathematics, and social skills in preschool-aged children, and in understanding how these foundational competencies contribute to positive school experiences and long-term academic success.

To support this work, I have secured more than \$16 million in external funding from agencies including the U.S. Department of Education's Institute of Education Sciences, the Office of Special

Education Programs, the Office of Elementary and Secondary Education, and the National Science Foundation. My scholarly contributions include more than 70 peer-reviewed journal articles, conference proceedings, and book chapters, and I have delivered over 200 presentations to diverse audiences across four continents. I am especially committed to interdisciplinary and community-engaged research that creates meaningful opportunities for graduate student involvement, professional learning, and mentorship.

Marissa Pilger Suhr, Ph.D., NCSP, University of Oregon, 2021

mpsuhr@uw.edu

Nationally Certified School Psychologist #65663

Institutional Representative – Professional Educational Advisory Board (PEAB)

UW Faculty Representative – Washington State Association of School Psychologists (WSASP)

My research focuses on studying facilitators and barriers to adoption and effective implementation of multi-tiered systems of support (MTSS) in reading for elementary students from historically marginalized communities and developing and testing evidence-based programs and practices to address these barriers. This focus is shaped by my training in special education and school psychology and experience working as a special education teaching assistant, literacy interventionist, and instructional coach. My work is shaped by implementation science and centers around three intersecting lines of inquiry: the development and testing of evidence-based reading interventions to support elementary students with or at risk for reading disabilities, scaling up evidence-based programs and practices within MTSS in reading, and data-based decision making within MTSS.

I have secured as PI \$670K in funding to support my research and have served as key personnel on several federally funded grants supported by the U.S. Department of Education Institute of Education Sciences, Office of Special Education Programs, and the National Science Foundation. I also have experience providing literacy-related professional development and technical assistance to schools, districts, and state leaders through my work on the Office of Elementary and Secondary Education-funded National Center on Improving Literacy (NCIL). My work has been published in journals such as *Exceptional Children*, the *Journal of School Psychology*, and the *Journal of Special Education Technology*, and I have presented at over 50 conferences and professional development workshops.

Candice Small, Ph.D., University of Washington, 2018

cms35@uw.edu

Licensed Psychologist (WA), PSYC.PY.60960840 (2019 - present)

As an alumnus of the UW School Psychology Program, I am honored to be teaching with the Program. I have been teaching for the Program since 2020 and have worked with students in both the Ed.S. and the doctoral program. My teaching philosophy is that I want my classes to feel collaborative and community-focused. I am a continuous learner and aim to approach my world and the systems I am a part of, with a sense of criticality. I love learning from my students and hope that

my classes allow for a sharing of lived experiences and expertise that increases that meaning of the topics we are covering.

Apart from my teaching with the School Psychology Program, I also work as a clinical psychologist in private practice. I specialize in comprehensive assessment of children, adolescents, and young adults. Additionally, I provide individual therapy to support individuals and families. I completed my pre-doctoral internship at University of New Mexico in 2018 and my post-doctoral fellowship at Austin Child Guidance Center in Austin, Texas in 2019.

Doctoral/Educational Specialist Inclusive Degree in School Psychology

PROGRAM OVERVIEW

The Program philosophy is grounded in the **scientist-practitioner** model. We believe that the role of school psychologists should extend beyond administering tests to every child referred for educational services and qualifying children for special education. The UW School Psychology Program philosophy emphasizes providing psychological services in the broadest sense—including educational and mental health assessment, consultation, and intervention—and to serve as advocates for all students, including but not restricted to those in special education. Of equal importance, we emphasize that students should be critical consumers of research, investigating and critiquing intervention programs, determining the efficacy of new treatments, examining treatment fidelity issues, and identifying technically adequate assessment instruments. These skills are taught concurrently to provide our school psychology students with broad exposure and understanding of being a scientist-practitioner as a school psychologist. The **primary aim** of the UW School Psychology Program is to *prepare health service psychologists who use culturally responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds.*

The School Psychology Program is structured so students completing it will be at the forefront of the field as leaders in the field of research (Ph.D. degree training) and practice (Ed.S. degree training) within school psychology. Our scientist-practitioner framework allows for two prominent areas of focus: the scientist/scholar (focusing on research, measurement, efficacy, program evaluation, statistical design) and the practitioner (focusing on implementing evidence-based assessment and interventions). In structuring the curriculum to the scientist-practitioner model, the College of Education's School Psychology Program strives to instill values, acquisition of knowledge in various domains, and skills as a scientist and practitioner that are consistent with being a specialist-level and doctoral-level school psychologist. The values, knowledge domains, and skills are reflected in the School Psychology Program Conceptual Framework (Figure 1).

The UW School Psychology Program's core values are:

1. School psychologists are grounded in systems thinking.
2. School psychologists have skills that are aligned with both evidence-based and culturally responsive practices.
3. School psychologists acquire knowledge aligned with professional practice standards.
4. School psychologists demonstrate both personal and professional development.

These core values underscore all that we do in coursework, practicum experiences, and internship. To reinforce the importance of this, our program operates as a performance-based program, and students are evaluated in a variety of ways. Individual growth and optimal performance on all values are expected for matriculation through the Program.

The School Psychology Program conceptual framework consists of a visual representation of the values, knowledge domains, and skills that our graduates acquire. The core values are reflected in the outer circle of the conceptual framework. The values are broad and foundational. The content within each quadrant represents the knowledge domains and skills that align with each of the core values.

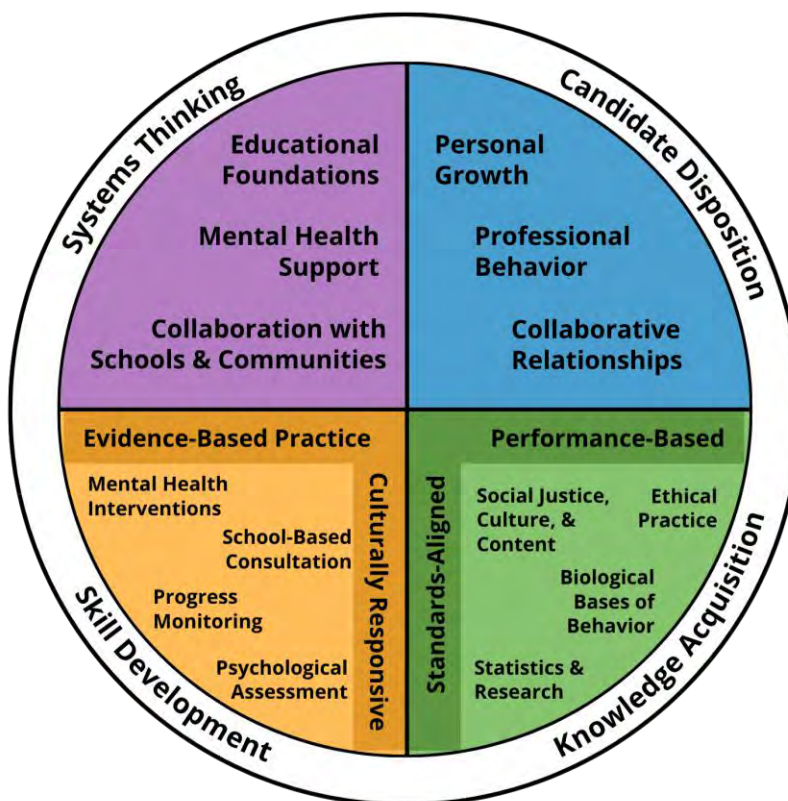


Figure 1. UW School Psychology Program Conceptual Framework

The conceptual framework also offers a structural image of Program activities. Program courses (for Ed.S. and Ph.D. degrees) can be applied to the sections within the framework. Figure 2 is a crosswalk between the conceptual framework, the curriculum, and Program activities (e.g., student governance and performance evaluations). Courses within the Ph.D./Ed.S. inclusive degree program are in regular text while the courses solely for Ph.D. degree are in italics.

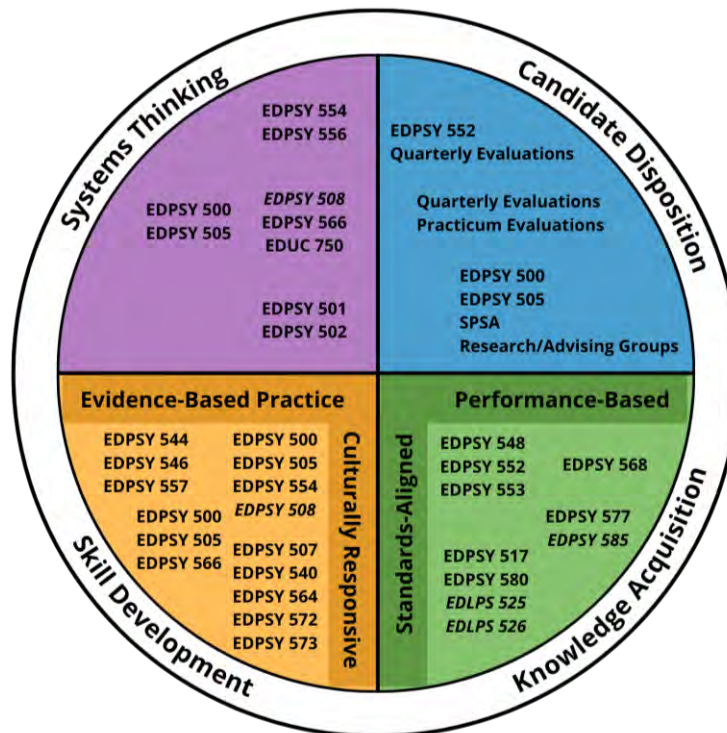


Figure 2. Crosswalk of Program Conceptual Framework and Program Courses and Activities

The School Psychology Program offers a progressive learning experience. The first year of the training Program offers a focus on broad knowledge and foundational skills. The primary goal of the first year is to provide students with preparation in the scientific and professional foundations of practice. Students are introduced to the practice of school psychology as well as scientific research and design methods. The primary goal of the second year is to provide supervised clinical experiences at the University and in schools in which the scientific and professional foundations acquired during the first year are applied to the practice of school psychology. The third year is a pre-certification internship experience that qualifies our graduates for certification as school psychologists. The year-long pre-certification internship experience and minimum number of 1,200 hours is a NASP and Washington State requirement for certification. In this experience, 600 of the 1,200 hours are required to be in a school setting (EDUC 750). Students may elect to complete half of this internship in a non-school setting to learn more about how organizational variables may affect the practice of psychology.

During the third year, some doctoral students choose to begin their advanced scientific studies by taking the Research and Inquiry course series (EDLPS 525 & 526) and additional statistics courses such as Multilevel Modeling (EDPSY 576). The fourth and fifth years of the doctoral degree program are focused on further development of research methods capabilities and obtaining advanced skills for clinical practice. During the sixth year of the Ph.D. degree, students complete a pre-doctoral internship (APA-approved is strongly recommended) and defend their dissertation.

Discipline-Specific Knowledge Base

The following sections describe the scientific knowledge base of the program, the courses that support each domain, and the program values (in italics) that align with the domains of the knowledge base.

History & Systems of Psychology/Educational Foundations (*knowledge acquisition, systems thinking*)

Students are prepared to understand educational systems, the educational and emotional development of children, and the ways in which mental health affects learning. Doctoral degree students learn about the history and foundations of school psychology, roles and functions of school psychologists, professional issues and standards in EDPSY 570, and the History, Systems, and Contemporary Issues in School Psychology Seminar (EDPSY 585). Students prepare for systems-level work in Introduction to Multi-Tiered Systems of Support (EDPSY 554) and implementation of MTSS in Year 1 Field Study (EDPSY 500). Students learn about collaboration with schools and communities throughout the first three years of the Program (EDPSY 500, 505, 566; EDUC 750).

Cognitive & Affective Aspects of Behavior (*knowledge acquisition, skill development, systems thinking*)

Students learn the fundamentals of cognition and emotion and their impact on learning through the assessment and intervention courses. Students learn to assess cognitive abilities in School Psychological Assessment (EDPSY 540). They learn to be critical of intellectual assessment measures and to determine appropriate assessment tools for populations who are underrepresented in norming samples for the most well-known measures. They use knowledge of scientific principles to select appropriate assessment tools in Social-Emotional Assessment (EDPSY 572). Students also apply scientific principles to the cognitive and academic domains in Academic Assessment & Intervention (EDPSY 507) and Psychological Assessment of Preschool Children (EDPSY 573).

Affective aspects of behavior are addressed in Counseling (EDPSY 544), where students are introduced to the basic principles of counseling interventions and manualized mental health approaches. In Counseling Practicum (EDPSY 546), students apply knowledge while providing counseling intervention services in the School Psychology Clinic and in schools. Advanced doctoral degree students gain knowledge of psychopathology in EDPSY 529 (Developmental Psychopathology and the DSM) and further enhance their clinical skills in year-long advanced practicum courses (EDPSY 565 and EDPSY 579).

Social & Developmental Aspects of Behavior (*knowledge acquisition, skill development, systems thinking*)

Students learn about social development in Applied Social Psychology (EDPSY 556), specifically with a focus on social psychology, social development research, and understanding the social bases of human behavior. This foundational knowledge is applied to interventions. Students prepare to do systems-level work in Introduction to MTSS (EDPSY 554) and in Field Study courses (EDPSY 500 and 505). They apply knowledge of social constructs in the context of behavior and interpersonal relationships. Further, Culturally Responsive Practices in School Psychology (EDPSY 552) contributes to additional understanding of the cultural and social influences on learning and behavior. Human

Learning and Educational Practice (EDPSY 501) and Developmental Foundations of Early Learning (EDPSY 502) cover principles of learning and thinking that are applied to educational recommendations. Applied Social Psychology (EDPSY 556) covers both foundational knowledge of interpersonal dynamics and development as well as mental health support of students.

Biological Bases of Behavior (*knowledge acquisition, skill development*)

Neuropsychology of Learning and Behavior Problems (EDPSY 577) covers the structure, function and development of the brain, and application of brain-behavior relationships to understanding conditions of students referred for special education. Students learn to apply their knowledge of brain function and development to interpreting cognitive assessments and making evidence-based decisions for interventions. Individual differences are introduced in Child and Adolescent Psychopathology in Schools (EDPSY 548) and elaborated further in Neuropsychology of Learning and Behavior Problems (EDPSY 577). Doctoral degree students apply this knowledge further in History, Systems, and Contemporary Issues in School Psychology Seminar (EDPSY 585) as they analyze research literature to inform professional practice.

Exceptionalities, Individual, & Cultural Differences (*knowledge acquisition, skill development, systems thinking, candidate dispositions*)

School psychologists respect the dignity and worth of everyone and use their knowledge of human behavior to promote the welfare of all individuals. The program integrates exceptionalities, individual and cultural factors in foundational coursework to prepare school psychologists to work with students from diverse backgrounds in schools. Exceptionalities are addressed through Autism and Other Social, Communication, and Developmental Disabilities (EDSPE 525), where students learn evidence-based approaches for working with students with Autism and moderate to severe behavior disorders. Special Populations (EDPSY 553) supports students' developing knowledge of approaches to working with individuals with developmental disabilities, health impairments, and related conditions. We include several modules on working with youth with at-risk marginalized identities (i.e., LGBTQIA+). Similarly, Individual Differences (EDPSY 548) and Culturally Responsive Practices in School Psychology (EDPSY 552) focus on skill development in working with ethnic and racial minorities in schools. All concepts are introduced during the first year of the Program and are integrated into practica, advanced courses, and the pre-certification internship.

Statistical Methods & Research Design (*knowledge acquisition, skill development*)

Students learn about scientific research and design through Foundations in Quantitative Analytics for Education and Related Fields (EDPSY 580) and Applied Measurement in Educational Research (EDPSY 517) during the first year of the Program. In the measurement course, they are exposed to the design of research studies and approaches for analyzing data collected in research projects. In the quantitative analytics course, students learn to be critical reviewers of research articles and to interpret the findings of research related to education and psychology. The quantitative analytics course also prepares students for the psychological assessment courses as a foundation in statistics needed to understand and interpret the findings from the psychological measurement tools they learn to administer (EDPSY 507, 540, 572). They apply these skills to reading the research literature

assigned during the second-year assessment practica (EDPSY 507, 540, 564) and third-year case study (EDPSY 566). Students enrolled in doctoral degree coursework complete the Educational Inquiry series (EDLPS 525 and 526), plus additional statistics courses in Multiple Regression (EDPSY 538) and often Structural Equation Modeling (EDPSY 575), Multilevel Modeling (EDPSY 576), Single-Case Research Design (EDSPE 542), or Qualitative Methods (EDPSY 586 and 587).

Advanced Integrative Knowledge in Professional School Psychology & Supervision (*knowledge acquisition, systems thinking, candidate dispositions, skill development*)

An introduction to the field is offered in Introduction to School Psychology (EDPSY 570) and in Field Study I (EDPSY 500). Students learn about the legal and ethical guidelines of school psychology practice in EDPSY 568. During the second-year practicum courses (EDPSY 507, 540, 544, 546, 564, 573), students are taught to draw upon individual differences, cultural differences, family systems, and organizational variables in understanding cases. Students apply theory and concepts, which were introduced in the first year, to practice related to the individual, the individual in the group, and the common humanity that cuts across individual and cultural differences.

Our Program emphasizes connections between research and practice, and between assessment and intervention. For example, students learn how to conduct cognitive and educational assessments and link results to instructional interventions in EDPSY 507 and 564, as well as EDUC 750 (pre-certification internship course). They learn the biological aspects of (dis)ability and to conduct neuropsychological assessments (EDPSY 577) while linking results to instructional intervention and educational consultation in EDUC 750. Students learn to conduct social and emotional assessments in EDPSY 572 and to link assessment results to individual counseling in EDPSY 544, EDPSY 546, and EDUC 750. Students learn to provide direct mental health interventions in EDPSY 546, 565, and 579. Advanced doctoral degree students learn and implement models of supervision as part of the fourth-year field study experience (EDPSY 508). With a foundation in systems thinking and a scientific perspective of clinical practice, school psychology students are prepared to provide culturally responsive, evidence-based assessment and intervention services.

Performance-Based Program

The School Psychology faculty use a variety of mechanisms to monitor the development of students and improve the quality of the Program. In practicum courses, students are evaluated on skill development and professional competency at the end of each practicum experience (Appendix D). At least once each quarter, the faculty evaluates the professional behavior of students in coursework, practicum, and internship. As shown in Appendix B, students are provided feedback using a rubric that assesses written communication, ethical responsibility, time management, interpersonal relationships, supervision/feedback, and overall performance. These categories are evaluated on a 4-point scale through an online learning management system (Canvas). We also have grade-based expectations for matriculation. A GPA of 3.0 or higher (3.2 in assessment and practicum classes) is the Program expectation for satisfactory performance.

At the end of the second year, (before the pre-certification internship) students are required to submit a portfolio of their work with a paper that addresses serving a diverse population in school psychology. Students take an Educational Specialist Oral Exam that consists of 10 questions to assess their content knowledge and clinical experience. Formal evaluations are completed for each of these requirements.

Prior to completion of the internship, students take the PRAXIS II Exam (national certification exam for school psychologists) to demonstrate their ability to integrate discipline specific knowledge and apply professional skills to service delivery. Students complete two comprehensive case studies in academics and behavior in which they integrate assessment and evaluate the effectiveness of interventions. The case studies provide an opportunity for the intern to demonstrate how interventions result in measurable positive changes for the educational and mental health needs of children and youth. School Psychology faculty are also evaluated. In each course, students are invited to evaluate the quality of instruction and supervision provided by the faculty. Faculty have peer evaluations of teaching, as well.

Program Chronology

Year One: Foundations (Ed.S. and Ph.D./Ed.S. inclusive degrees)

The first year consists of foundational coursework including introduction to school psychology, general and special education principles, statistics and research methods/measurement, and working with special populations. Most courses include didactic instruction with research papers and group projects. The introductory field study practicum is the first direct experience in schools.

Year Two: Practicum and Competency Development (Ed.S. and Ph.D./Ed.S. inclusive degrees)

The second year consists of applied clinical experiences in schools and the School Psychology Clinic. Students spend a significant amount of time learning psychological assessment and counseling techniques. Students have a caseload of referred children and adolescents, and they complete comprehensive psychological assessments and support counseling clients for 10 to 20 weekly sessions. The end of the second year requires completion of an electronic portfolio, diversity paper, and comprehensive oral examination; upon successful completion, students are permitted to proceed with pre-certification internship.

Year Three: Pre-Certification Internship and Ed.S. Degree Completion (Ed.S. and Ph.D./Ed.S. inclusive degrees)

The third year consists of a full-time pre-certification internship in the schools. Students complete a 1,200-hour internship under a certified school psychologist. The UW Internship Coordinator also provides regular group supervision for all interns as part of the internship experience. Interns register for 10 credits per quarter, with 8 credits for the internship (EDUC 750) and 2 credits for the case study seminar (EDPSY 566). The case study course involves the formulation of complex case studies that are presented to the internship class and demonstrates the type of evidence-based work the intern is doing in schools.

During third year, Ph.D. degree students may opt to complete an internship half time in schools and half time in clinical or research settings. In this case, a minimum of 600 hours must be completed in schools for the intern to be eligible for certification as a school psychologist in Washington State.³ Any plan following this model must be approved by the Internship Coordinator, advisor, and Program Director. Any Ph.D. degree student who takes doctoral courses in third year will continue to have the Ed.S. degree pathway code and will be required to pay for all doctoral courses at the same tuition rate as the Ed.S. courses. *Ph.D. degree students are advised to weigh the costs and benefits of taking additional courses before registering.*

Year Four: Research and Advanced Practicum (Ph.D. degree)

During the fourth year of the Program, students are focused on completing research coursework, participating in research with faculty mentors, taking advanced practicum courses, and obtaining a variety of clinical experiences in settings that match their research and clinical interests. Year 4 includes doctoral milestones such as advancement to prospective candidacy and the research and inquiry paper and presentation. A year-long advanced practicum experience is required for all students in the fourth year. This advanced practicum includes learning the foundations and models of supervision and implementation of these models in the fourth-year field study experience. Students in the fourth year serve as clinical supervisors to second year students in the Program. Doctoral degree students in supervisory roles are evaluated on this competency area via direct observation (Appendix H).

Year Five: Comprehensive Examinations and Advanced Practicum (Ph.D. degree)

The fifth year of the Program is focused on research coursework, research experience, and advanced clinical experiences. During this time, doctoral degree students work on their general examination, writing and defending their dissertation proposal, and advancing to candidacy. In the fall of fifth year, doctoral degree students apply for APA-accredited pre-doctoral internships through APPIC (Association of Psychology Postdoctoral and Internship Centers). Students register for 25 of 27 required dissertation credits during fifth year. Typically, a student's Committee approves their dissertation proposal by the time they participate in internship interviews. Students may complete and defend their dissertation during their pre-doctoral internship year. A student's dissertation proposal must be completed by the start of their pre-doctoral internship.

Year Six: Pre-doctoral Internship and Dissertation (Ph.D. degree)

During the sixth year, students do not enroll in classes and apply for "on leave" status each quarter. This allows pre-doctoral interns to move to the internship location and focus on the internship. Although interns continue to work on their dissertation while "on leave" they only register for two dissertation credits during the quarter they plan to defend their dissertation; no dissertation defense can occur while a student is "on leave."

³ See "Third-Year Pre-Certification Internship Options" section later in this Handbook.

EDUCATIONAL SPECIALIST (Ed.S.) DEGREE

Philosophy and Training Objectives

The Educational Specialist (Ed.S.) degree in school psychology at the University of Washington provides a sequential set of experiences aligned with the standards of the National Association of School Psychologists (NASP). The program curriculum provides basic knowledge in psychology through an organized sequence of courses and experiences. The Ed.S. degree program of study emphasizes skills and objectives that prepare candidates for employment in public schools immediately upon completion of the program. All our graduates are eligible to apply for National Certification as a School Psychologist (NCSP).

The primary goal of the Ed.S. degree is to prepare professional school psychologists with strong theoretical knowledge of psychology, evidence-based interventions, and the essential skills and competencies to provide psychological services in the schools. We strive to develop an active community of practitioner-scholars who use their knowledge of research to inform professional practice.

The UW School Psychology Program strives to prepare culturally responsive practitioners who recognize the importance of social justice and respect all people and their racial, ethnic, and cultural differences. We seek to admit students who are devoted to the service of children and families from a range of sociocultural backgrounds.

As shown in our conceptual framework (Figure 1), our Program is based on student performance and aligned with professional standards. Ed.S. training is aligned directly with the NASP Professional Standards (2020). The NASP domains are used to evaluate our Ed.S. degree candidates for entry-level competency into the profession of school psychology. These domains address both knowledge and skills necessary for the practice and delivery of effective school psychology services. Our program evaluations directly assess candidates for developing competence in all 10 domains of NASP Professional Standards. The 10 NASP domains and our corresponding Program objectives are as follows:

NASP Professional Standards (2020)

Domain 1: Data-Based Decision Making. *Program Objective:* Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration. *Program Objective:* Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Domain 3: Academic Interventions and Instructional Supports. *Program Objective:* Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

Domain 4: Mental and Behavioral Health Services and Interventions. *Program Objective:* Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning. *Program Objective:* Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Domain 6: Services to Promote Safe and Supportive Schools. *Program Objective:* Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family, School, and Community Collaboration. *Program Objective:* Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Domain 8: Equitable Practices for Diverse Student Populations. *Program Objective:* Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related and linguistic backgrounds, striving toward educational equity and social justice.

Domain 9: Research and Evidence-Based Practice. *Program Objective:* Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.

Domain 10: Legal, Ethical, and Professional Practice. *Program Objective:* Students have knowledge of the history and foundation 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.

Professional Work Characteristics. *Program Objective:* Students will interact with others in a professional manner including demonstrating respect for others, being collaborative, responding appropriately to feedback, and modeling ethical behavior.

Educational Specialist Degree Program Courses

Coursework for Years 1 and 2 (83 credits)

Course Code	Course Title	Credit
<i>Statistics and Research</i>		
EDPSY 517	Applied Measurement in Educational Research	3
EDPSY 580	Foundations in Quantitative Analytics for Education & Related Fields	4
EDSPE 511	Single Case Research Design	3
<i>Cognition and Learning</i>		
EDPSY 501	Human Learning and Educational Practice	3
EDPSY 502	Developmental Foundations of Early Learning	3
<i>Social and Developmental Bases of Behavior</i>		
EDPSY 556	Applied Social Psychology: Implications for Education	3
<i>Exceptionality</i>		
EDSPE 525	Autism and Other Social, Communication, and Developmental Disabilities	3
<i>Biological Bases of Behavior</i>		
EDPSY 577	Neuropsychology of Learning and Behavior Problems	3
<i>School Psychology Specialization</i>		
EDPSY 570	Introduction to School Psychology	3
<i>Ethics and School Law</i>		
EDPSY 568	Seminar in Professional Issues and Ethics	3
<i>Individual Differences and Personality</i>		
EDPSY 548	Child and Adolescent Psychopathology in Schools	3
EDPSY 552	Culturally Responsive Practices in School Psychology	3
EDPSY 553	School Psychology Services with Special Populations	3
<i>School-Based Practicum</i>		
EDPSY 505	Field Study II: Tier III Interventions	4
<i>Assessment</i>		
EDPSY 507	Academic Assessment and Intervention	5
EDPSY 540	School Psychological Assessment	5
EDPSY 564	Practicum in School Psychology	5
EDPSY 572	Social-Emotional Assessment	3
EDPSY 573	Psychological Assessment of Preschool Children	3
<i>Intervention</i>		
EDPSY 544	Counseling	4
EDPSY 546	Counseling Practicum	4
EDPSY 557	Tier III Interventions for School Psychologists	3
<i>Consultation</i>		
EDPSY 500	Field Study I: Academic Consultation	4
EDPSY 554	Introduction to Multi-Tiered Systems of Support	3

Upon successful completion of the above coursework, a portfolio, and an oral examination of school psychology competencies, students may proceed with the pre-certification internship.

Coursework for Year 3 (30 credits)

Course Code	Course Title	Credits
EDPSY 566	Case Study Seminar – <i>repeat each quarter</i>	2
EDUC 750	Internship (Capstone Experience) – <i>repeat each quarter</i>	8

The Educational Specialist (Ed.S) degree is awarded upon successful completion of all courses.

COURSE SEQUENCE FOR ED.S. STUDENTS (2026 - 2027)

Please Note: Titles below are abbreviated descriptors and not necessarily the official title in the University Catalog. Students may not deviate from the course sequence. The Director of the School Psychology Program will notify you if any changes are required. You can check course times and details by using the College of Education's course planner, called [OnCourse](#).

YEAR ONE: BASIC FOUNDATIONS (44 credits)		
Autumn 2026	Winter 2027	Spring 2027
EDPSY 570 A (Daugherty) Introduction to School Psychology (3) M 4:00 - 6:20 PM	EDPSY 556 A (Daugherty) Applied Social Psychology (3) M 10:00 AM - 12:20 PM	EDPSY 572 A (Small) Social-Emotional Assessment (3) T 9:30 - 11:50 AM
EDPSY 554 A (Missall) Introduction to Multi-Tiered Systems of Support (3) T 1:30 - 3:50 PM	EDPSY 553 A (Small) School Psych. Services with Special Populations (3) T 1:30 - 3:50 PM	EDPSY 552 B (Daugherty) Culturally Responsive Pract. in School Psych. (3) T 4:00 - 6:20 PM
EDPSY 580 B (Sanders) Found. in Quant. Analytics for Educ. & Related Fields (4) T 4:30 - 6:50 PM	EDPSY 502 B (Newman) Developmental Found. of Early Learning (3) W 2:00 - 4:20 PM	EDSPE 525 A (Fettig) Autism & Other Social, Comm., & Dev. Dis. (3) W 1:00 - 3:20 PM
EDPSY 548 A (Small) Child and Adolescent Psychopathology in Schools (3) W 2:00 - 4:20 PM	EDPSY 568 A (Otis) Seminar in Professional Issues and Ethics (3) W 5:00 - 7:20 PM	EDPSY 517 B (Sanders) Applied Measurement in Educational Research (3) W 4:30 - 6:50 PM
EDPSY 501 B (Lee) Human Learning & Educational Practice (3) Th 8:30 - 10:50 AM	EDPSY 500 A (Cadigan) Field Study I: Academic Consultation (2) Th 4:30 - 6:20 PM	EDPSY 500 A (Cadigan) Field Study I: Academic Consultation (2) Th 4:30 - 6:20 PM
Quarter total: 16 credits	Quarter total: 14 credits	Quarter total: 14 credits

YEAR TWO: CLINICAL SKILL DEVELOPMENT (39 credits)		
Autumn 2026	Winter 2027	Spring 2027
EDPSY 557 A (Pilger Suhr) Tier III Interventions for School Psychologists (3) M 1:00 - 3:20 PM	EDPSY 544 A (Ludeman) Counseling (4) M 1:00 - 3:50 PM M 4:30 - 6:20 PM client sessions	EDPSY 546 A (Ludeman) Counseling Practicum (4) M 1:30 - 4:20 PM M 4:30 - 6:20 PM client sessions
EDPSY 507 A (Nichols) Academic Assessment and Intervention (5) M/W 10:00 AM - 12:20 PM	EDPSY 564 A (Pilger Suhr) Practicum in School Psychology (5) T/Th 9:00 AM - 12:20 PM	EDPSY 573 A (Wiechert) Psychological Assessment of Preschool Children (3) T 1:00 - 3:20 PM
EDPSY 540 A (Pilger Suhr) School Psychological Assessment (5) T/Th 10:00 AM - 12:20 PM	EDPSY 505 A (Small) Field Study II: Tier III Interventions (2) W 8:30 AM - 12:20 PM in schools W 12:30 - 1:50 PM on-campus	EDPSY 505 A (Small) Field Study II: Tier III Interventions (2) W 8:30 AM - 12:20 PM in schools W 12:30 - 1:50 PM on-campus
	EDSPE 511 A (Fettig) Single Case Research Design (3) Th 4:30 - 6:50 PM	EDPSY 577 A (Holland) Neuropsychology of Learning and Behavior Problems (3) Th 1:00 - 3:20 PM
Quarter total: 13 credits	Quarter total: 14 credits	Quarter total: 12 credits

YEAR THREE: PRE-CERTIFICATION INTERNSHIP (30 credits)		
Autumn 2025	Winter 2026	Spring 2026
EDUC 750 (Saldaña) Internship (8)	EDUC 750 (Saldaña) Internship (8)	EDUC 750 (Saldaña) Internship (8)
EDPSY 566 (Saldaña) Internship Supervision & Case Study Seminar (2) M 4:30 - 6:20 PM	EDPSY 566 (Saldaña) Internship Supervision & Case Study Seminar (2) M 4:30 - 6:20 PM	EDPSY 566 (Saldaña) Internship Supervision & Case Study Seminar (2) M 4:30 - 6:20 PM
Quarter total: 10 credits	Quarter total: 10 credits	Quarter total: 10 credits

Fingerprinting and Clearance to Work with Children

Entering students must be fingerprinted, as required by the WAC, prior to field study practicum in winter quarter of year one. The University will be notified if clearance is not issued. Students must be reprinted every two years (i.e. repeating at the beginning of pre-certification internship) until certification is obtained. The COE's Office of Student and Academic Support has provided forms and information about obtaining fingerprints, which are listed below.



E-Cert, Pre-Residency Certificate Clearance and Fingerprints

E-Cert is the Office of the Superintendent of Public Instruction's (OSPI) system that allows educators to take care of certification tasks online. Since all certification applications are processed through E-Cert candidates are required to create an account, and Washington educators will continue to use E-Cert as they enter the profession to complete a number of tasks that include checking application status, renewing their certificate and maintaining personal data.

In addition to setting up an E-Cert account you must also apply for pre-residency certificate clearance and submit fingerprints to OSPI in order to have Washington State Patrol and FBI clearance on file all of which are required for the background check for teacher candidates. **Clearance must be verified in order to participate in practicum/student teaching and maintained throughout your time in your certificate program.** If you reside outside of Washington you can get fingerprinted locally and then follow the attached instructions to send your fingerprint card to OSPI.

Should you answer "yes" to any of the background questions in the pre-residency application you will need to provide supporting documents to the Office of Professional Practices (OPP) who will review your file and determine if you qualify clearance.

Instructions for setting up your account and applying for pre-residency clearance are on pages 4-12 of [the E-Cert user guide](#). Please note it can take upwards of 24 hours for the system to update with your account information before you can apply for pre-residency clearance

September 2025

FINGERPRINTING FAQ

When should fingerprinting be done?

Fingerprint clearance should be on file before you begin your program. Clearance is valid for two years from the date of FBI clearance; should it lapse while you are in your program, you will need to be fingerprinted again.

Where can I get fingerprinted?

Please refer to the attached list of agencies that provide fingerprinting services. Most agencies will be able to provide you with a fingerprint card, but if you need one, please contact [Michael Nielsen](#) (Office of Student and Academic Services).

What happens if I answer yes to questions on the pre-residency application?

Should you answer “yes” to any of the background questions on the Character and Fitness supplement the Office of Professional Practices (OPP) is required to conduct an investigation to determine if you qualify for clearance and certification. You may need to provide additional documentation regarding your answers, so please respond to OPP in a timely manner to ensure there are no delays in the investigation. Should OPP conclude that the applicant does not qualify for the certificate we will need to contact your program director immediately.

Will I know if I've received WSP/FBI clearance?

You won't be notified of your clearance status unless there is an issue with your prints. Results are entered into the OPP database from which designated staff at the UW check for clearance dates.

Can I use clearance done for a school district or another state or employer?

If you were fingerprinted for a WA school district, we may be able to access that information; be sure to contact [Michael Nielsen](#) in order to determine if your clearance information is accessible and still valid. If you were printed for work through the Department of Children, Youth & Families (DCYF) and that clearance is still valid you can request a copy of your background check to share with OSPI. Instructions are available [here](#). Prints cleared for other purposes (i.e. private schools, government agencies, other states) cannot be accessed so you will need to be fingerprinted for your certificate program.

What if I'm notified that my prints are unreadable ("resubmit")?

You should contact the agency that took your prints in case they can be redone without charge. Otherwise, you will need to have the reprints done by an authorized agent such as a police department. Be sure to follow up with OPP directly and promptly should they require further information from you.

FINGERPRINTING SERVICES

EDUCATIONAL Service DISTRICTS

Washington's Educational Service Districts (ESDs) can conduct live scan fingerprinting where they digitally print you and then send your fingerprints directly to OSPI for processing.

ESD LOCATIONS

Bremerton (ESD 114)

By appointment Mon-Fri 8:30-3:00

Schedule an appointment online

<https://www.oesd114.org/educator-services/fingerprinting-services/>

Tumwater (ESD 113)

By appointment Mon-Thurs

Schedule an appointment online

<https://www.esd113.org/district-support/hr/fingerprinting/>

Pasco (ESD 123)

By appointment Mon/Wed/Fri 8-12pm; T/Th 1-4

Schedule an appointment online or call

509-547-8441

http://www.esd123.org/programs_services/fingerprinting

Vancouver (ESD 112)

By appointment Mon-Fri

Schedule appointment online or call

360-952-3390

<https://www.esd112.org/hr/fingerprinting/>

Puget Sound ESD

By appointment, Mon-Fri

Schedule an appointment online

<https://www.psesd.org/programs-services/administrative-management-services/certification-and-fingerprinting>

Wenatchee (ESD 171)

By appointment, Mon-Fri

Schedule an appointment online

<http://www.ncesd.org/service/fingerprinting-services/>

Spokane (ESD 101)

By appointment Wed & Thurs

Schedule appointment: 509-789-3800

<https://www.esd101.net/services/fingerprinting>

Yakima (ESD 105)

By appointment Tues & Wed

Schedule an appointment online or call

509-454-5317

<https://www.esd105.org/district-support/fingerprinting>

INK AND ROLL OR DIGITAL FINGERPRINTS

Ink and roll or digital fingerprinting is different than live scan printing at one of the nine ESDs. At an ESD they take one fee (taking your fingerprints and for card processing) and send your fingerprints to OSPI for you.

At any of the locations below, you will be charged a fee to take your fingerprints and will be given a copy (or two) of your fingerprint card. You will then need to mail your fingerprint card to OSPI with the exact fee for processing.

Before mailing your fingerprint card:

- Make sure all of your information is filled out correctly or the card will be rejected and returned
- Make sure you send the EXACT fee with your card or it will be rejected and returned
- Make sure the card is not bent or your card may be rejected

UW-Seattle Police

By appointment Mon, Tues, Thurs

Schedule by calling: 206.543.0507

<http://police.uw.edu/faqs/fingerprinting/>

Puyallup PD

City of Puyallup residents only

Schedule an appointment online

<http://www.cityofpuyallup.org/faq.aspx?qid=259>

Alliance 2020; Renton

Appointments for digital fingerprints, walk-ins for ink and roll fingerprints

Schedule an appointment online

<https://www.alliance2020.com/services/fingerprinting/>

Marysville Police Department

Open for appointment M-F, 2pm-3pm

Schedule by calling: 360-363-8300

<https://marysvillewa.gov/Facilities/Facility/Details/-42#>

Bellevue Fingerprinting Services: Bellevue, Bothell, and Tacoma

Schedule an appointment online

<https://bellevuefingerprintingservice.as.me/schedule.php>

Washington State Patrol; Olympia

Open for appointments M-F, 8am-5pm

To schedule: call (360) 534-2000, Option #2

<https://www.wsp.wa.gov/crime/criminal-history/>

Educational Specialist Degree Milestones

As a performance-based program, we use evaluation tools throughout the Program to provide feedback to students and determine progress over time. Evaluations align with the practicum experiences, portfolio and diversity paper, oral examination, and quarterly evaluations of candidate dispositions and student progress. The following sections address each milestone and the corresponding evaluation tool.

Field Study Practicum

Our Program offers practicum courses that begin during the first year of the program. In Field Study I: Academic Consultation (EDPSY 500; spans winter and spring quarters), each first-year student is paired with one school psychologist in a local school district. These practicing school psychologists are mentors and allow the student to shadow them in practice and engage in activities that align with completed training. In Field Study I, students apply the skills learned throughout course lectures, and in Introduction to Multi-Tiered Systems of Support (EDPSY 554; completed autumn quarter) and Social-Emotional Assessment (EDPSY 572; completed spring quarter).

In Field Study II: Tier III Interventions (EDPSY 505; spans winter and spring quarters) of the second year, students are assigned to classrooms with a wide range of needs, including both general and special education. In EDPSY 557, students learn Tier III interventions (e.g., crisis intervention, individualized supports for behavior) that enable implementation of interventions as part of the Field Study II experience. Second-year students are paired with fourth-year students as on-site supervisors for this experience; the fourth-year students simultaneously complete a course in providing supervision (EDPSY 508).

The skills applied at each level of field study are sequential and progressive. Students are supervised in applying content knowledge to practice before entering the third-year internship. Performance in Field Study II is evaluated quarterly using the Second-Year Field Study Quarterly Student Evaluation Form (Appendix C).

Practicum Courses (School Psychology Clinic)

During the second year, students also begin providing clinical services (assessment, counseling, interventions) in the School Psychology Clinic while being supervised by the school psychology faculty. In the autumn quarter, students learn psychological assessment (cognitive, academic) and students practice administering tests and generating recommendations for intervention (inclusive of EDPSY 540, 507, and 572) under supervision. In the winter quarter they integrate interviewing, testing, and consultation skills in the management of a school-aged case (EDPSY 564) in the School Psychology Clinic. Students are required to complete school observations, teacher interviews, parent interviews, and administer multiple assessments. The process culminates in a written psychological report with recommendations for intervention. At the end of the assessment process, students provide parent feedback. During the spring quarter, students take the preschool assessment class (EDPSY 573).

Students conduct direct counseling interventions in EDPSY 544. The counseling cases begin in the winter quarter and run through the spring quarter (EDPSY 546) to allow for in-depth cases. A core faculty member meets with students and provides weekly individual supervision for counseling cases. Direct observation and audio/video recordings are used to evaluate student performance.

Successful completion of assessment and practica courses (EDPSY 507, 540, 544, 546, 564, and 572) with a grade point of 3.2 or better is required to qualify for placement as an intern during the third year. In some cases, graduate students may receive an Incomplete if their performance is below threshold, and they will be given remedial casework to supplement their skills to an acceptable level. The faculty ensures that all practicum experiences are conducted in accordance with current legal and ethical standards of the profession and evaluate student performance. Throughout each practicum, students receive considerable oral and written feedback from faculty who encourage and support students to provide high-quality performance (Appendix D).

School Psychology Trainee Portfolio

School psychology students create a professional portfolio to document their background knowledge and practicum skills. Students start to develop the portfolio at the beginning of the spring quarter during the second year and should include content from graduate courses and experiences. The portfolio is developed as a Showcase Portfolio using the Portfolio tool in Canvas, which is available under your profile. This link provides an excellent guide for creating, managing, and publishing [the Showcase Portfolio tool in Canvas](#).

In their Showcase Portfolio, students develop a section for each of the NASP Professional Standards Domains (see this Handbook) and provide examples of their work as evidence of competence (see below). Submission of the portfolio is one of the final tasks Ed.S. degree students complete prior to internship.

Once the portfolio is completed during the spring of the second year of the Program, students should submit a link to the Showcase Portfolio through the Portfolio assignment on Canvas, along with a note to their advisor that the portfolio is ready. For example, *"My Portfolio is ready for your review. Here is the link to my portfolio: [INSERT LINK HERE]."* Your faculty advisor will complete the supervisor ratings from the Portfolio Evaluation Form (Appendix E) through the rubric on your Portfolio assignment. Students may not participate in the Oral Examination until the Portfolio is complete and scored at 30 or more points (an average rating of 3.0).

Portfolio Design Tips

The following instructions will help guide the design of your portfolio.

Personal information

Include a brief narrative describing you, your interests, and career goals (you can summarize attachments). On the first page, upload your vita, personal statement, and Ed.S. course of study.

A. Vita

1. Education
2. Work experience
3. Practicum experience – describe course content/experience, supervisor name, and experience hours
 - i. *EDPSY 500/505 - Field Study I & II*
 - ii. *EDPSY 540 - School Psychological Assessment*
 - iii. *EDPSY 564 - Practicum in School Psychology*
 - iv. *EDPSY 544 – Counseling*
 - v. *EDPSY 546 - Counseling Practicum*
 - vi. *Table of assessments learned and administered*
4. References

B. Personal statement

1. Revise your personal statement to reflect your current goals
2. Demonstrate how your training experiences have aligned with NASP Professional Standards Domains and the scientist practitioner-model as it applies to assessment, consultation, and intervention

C. Course of Study

1. The form can be found on the College of Education (COE) website under [student forms for the Ed.S. degree](#).
2. Complete course information and grades. Leave the rest of the form blank until the end of the internship year.
3. This is the same form you will submit at the end of the Ed.S. degree program to verify your degree. Include the progress-to-date version of the form in your portfolio.

To structure all remaining sections of the portfolio:

Begin each Domain with an introductory narrative that describes how you are demonstrating growth on that NASP Professional Standards Domain. When you include a work product, guide the reader to the sections of the work product that demonstrate your skill level. For example, if you feel that recommendations 6-8 on a report are great examples of your ability to translate assessment results to evidence-based interventions, highlight the text on the page of your attachment.

The bulleted suggestions below are *ideas* based on the scoring rubric for your portfolio. Your courses may change one year, so choose two to three products per domain based on your experience. This is not an exhaustive list. You are not required to include everything listed.

Data-Based Decision Making

- Assessment reports
- Table of assessment measures learned and number of administrations
- Progress monitoring work sample (e.g., FBA)
- Demonstration of evidence-based intervention

Consultation and Collaboration

- Functional Behavioral Assessment report
- Description of models of consultations
- Consultation samples (parent consultation)
- Field study work sample

Academic Interventions and Instructional Supports

- Sample psychoeducational assessment report with recommendations for intervention
- Consultation that focuses on an academic need (instructional consultation)

Mental and Behavioral Health Services and Interventions

- Papers or presentations about socio-emotional assessment
- Papers about internalizing or externalizing disorders
- Crisis intervention plan
- Treatment plan from counseling course
- Behavioral intervention plan
- Counseling report
- Counseling case conceptualization

School-wise Practices to Promote Learning

- Copy of paper on classroom climate and management
- Reflection paper that addresses school climate and/or systems
- Field study universal screening assessment and/or intervention plan

Services to Promote Safe and Supportive Schools

- Description of shadowing experience (or reflection paper)
- Reports showing data from observations in school
- Report with a classroom-based intervention (consultation)

Family, School, and Community Collaboration

- Consultation with a family or parent
- Person-centered plan
- Assessment report with home recommendations
- Parent interview sample

Research and Evidence-Based Practice

- Research paper
- Program evaluation report
- Poster presentation from a conference
- Copy of publication generated from participating in a research group

Equitable Practices for Diverse Student Populations

- Diversity paper (required)
- Sample report where diversity issues are integrated and addressed
- Hypothesis and assessment plan with cultural implications
- Description of culture-centered intervention implemented in field study or practicum course
- Paper or project from EDPSY 552 or 553

Legal, Ethical, and Professional Practice

- Ethics paper
- Description of shadowing experience
- Description of ethical dilemma and steps taken in counseling case (or other practicum)

Diversity Paper

The diversity paper is a culminating paper to demonstrate how students learn to address unique cultural factors when serving diverse populations. The requirements for the diversity paper are broad and intended to encourage a wide array of topics. Diversity may be defined in terms of constructs such as, but not limited to, race/ethnicity, gender, socioeconomics, language, age, religion, sexual identity, ability, or class. The faculty expect high-quality research papers (literature reviews) that address a particular diverse population (as defined above), and the specific topic must be relevant to school psychology and the provision of school psychological services.

The paper should be included as part of the student portfolio of work that is submitted two weeks before the Oral Examination. The paper should be approximately 8-10 pages, double-spaced, with a minimum of five references. Follow APA style and use headings and subheadings for organization and clarity. The structure of the paper should follow this general format:

- A. Title
- B. Background information on the diverse population
- C. Relevance to school psychology
- D. Implications for service delivery in school psychology
 - a. Discussion of the current practices in the field of school psychology
 - b. Suggested practices for this population (include research-based rationale)
- E. Summary or Conclusion
- F. References

Educational Specialist Oral Examination

Once the portfolio, diversity paper and course of study are submitted and approved in ePortfolio, the student will participate in a small group oral examination. The Oral Examination is typically held on the second or third Friday in May. The Oral Examination is administered in small groups with two members of the core school psychology faculty (not including the student's advisor). Content from the diversity paper is included as part of the examination. Students must be prepared to discuss the strengths and needs of the diverse population as they relate to the NASP Domains (especially the Equitable Practices for Diverse Student Populations domain). The two proctoring faculty members evaluate students in their small group on all the NASP Domains using the 5-point scale on the Ed.S. Oral Exam Rating Sheet (see next page). The average of the two scores is entered into the Canvas evaluation system, and scores are released to students via Canvas after the exam. A passing score on the Oral Examination is an overall average of 3.0.

The questions on the Oral Examination are broad and allow the student to demonstrate application of knowledge in each NASP Standard. For example, a student might be asked, *"Describe a circumstance in which you used data to understand whether an intervention was effective for a particular behavior problem,"* or, *"Indicate the ways in which systems-level thinking impacts the implementation of school psychological services."* Typically, the Oral Examination questions are open-ended and allow for multiple types of responses. The primary goal is to provide students with the opportunity to apply

their knowledge of school psychology and demonstrate competency to proceed to the pre-certification internship.

When the student passes, the student's faculty advisor and the School Psychology Program Director will sign a certificate acknowledging successful completion of the portfolio, diversity paper, and oral examination. This certificate is submitted to the student's academic file in the COE's Office of Student and Academic Services. *A signed and completed form indicates that the student may proceed with their pre-certification internship.* The Oral Examination is required for the UW Graduate School to grant the Ed.S. degree.

Educational Specialist Oral Exam Rating Sheet

Student Name: _____

Evaluator: _____

Date of evaluation: _____

Rating System:

- 5 **Excellent**– all strong answers; demonstrates pre-internship competence
- 4 **Very good**– majority of answers were strong; demonstrates pre-internship competence
- 3 **Good** – average answers; demonstrates emerging competence
- 2 **Adequate** – below average and needing considerable assistance; minimal competence
- 1 **Not adequate**– needs additional training; not ready for internship

Data-Based Decision Making. Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Response to question: A B C (circle one)

Rating: _____

Consultation and Collaboration. Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Response to question: A B C (circle one)

Rating: _____

Academic Interventions and Instructional Supports. Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

Response to question: A B C (circle one)

Rating: _____

Mental and Behavioral Health Services and Interventions. Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Response to question: A B C (circle one)

Rating: _____

School-Wide Practices to Promote Learning. Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Response to question: A B C (circle one)

Rating: _____

Services to Promote Safe and Supportive Schools. Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Response to question: A B C (circle one)

Rating: _____

Family, School, and Community Collaboration. Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Response to question: A B C (circle one)

Rating: _____

Equitable Practices for Diverse Student Populations. Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related and linguistic backgrounds, striving toward educational equity and social justice.

Response to question: A B C (circle one)

Rating: _____

Research and Evidence-Based Practice. Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.

Response to question: A B C (circle one)

Rating: _____

Legal, Ethical, and Professional Practice. Students have knowledge of the history and foundation 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.

Response to question: A B C (circle one)

Rating: _____

Pre-Certification Internship

The pre-certification internship occurs during the third year in Washington state. The student must complete 400 hours of supervised experience in each quarter for three consecutive quarters for a total of 1,200 supervised hours. Students pursuing the Ed.S./Ph.D inclusive degrees may elect to do part of their internship in a non-school setting, but at least 600 hours total (200 hours per quarter) must be in the schools, and the UW Internship Coordinator must approve both the school and the non-school sites. If it is not possible to complete the internship in one year, a student may arrange to complete it over two years; this arrangement will delay receipt of residency certification to work in the schools.

Two levels of supervision are provided during the internship experience. The first is by a school psychologist in the field who must have had a professional-level certification as a school psychologist in Washington State for at least three years, who agrees to meet for a minimum of two hours each week for face-to-face supervision, and has no more than two interns during the year. The second supervisor is the university-based Internship Coordinator who meets with the interns for a minimum of two hours each week for direct, group supervision. The university Internship Coordinator also visits (or has direct contact) with each intern and supervisor at least twice per year or more frequently, as needed

The UW Internship Coordinator/course instructor works with each student to choose an appropriate school-based internship supervisor. The instructor, who evaluates whether the setting is appropriate for the training program's goals and objectives, must approve school settings. A contract is sent to the school-based internship supervisor to clarify responsibilities and expectations. To register for the internship class (EDUC 750), the intern must complete, in collaboration with the school-based internship supervisor, a Proposed Internship Plan and an Internship Site Agreement. These documents must be signed by the appropriate person(s) and given to the university Internship Coordinator. This proposal should be completed by the first day of autumn quarter in the third year. During each quarter of the internship, the intern and the school-based supervisor must complete the online Quarterly Internship Evaluation Form (Appendix F). To receive credit for the internship, the signed quarterly evaluation form must be submitted to the UW Internship Coordinator by the end of the last week of each quarter. The UW Internship Coordinator sends each participating school-based supervisor, their immediate supervisor, and school district superintendent a letter thanking them for participation in the University of Washington School Psychology Training Program, along with a signed form for NCSP Continuing Professional Development credits with NASP.

The internship site also must offer experiences consistent with the Program's values and competencies. Before the student begins the internship, a Proposed Internship Plan must be signed by the intern, university-based internship instructor, site-based internship supervisor, and the authorizing official of the agency before submitting to the Program. The agency where the internship takes place must agree, in writing, to support the internship experience, and the site supervisor must agree to support the intern. The Proposed Internship Plan must provide equal

weight in supervised experiences in assessment, consultation, and intervention. In addition, the internship site must agree to abide by the ethical principles of the National Association of School Psychologists and Washington Administrative Code (WAC). For more details and specific descriptions of the required forms, please see the UW Internship Handbook.

Each week during internship, interns must log their internship hours using an online system called Time2Track (T2T). Each academic year, the School Psychology Program provides a unique user code for each student to use the software. It is the intern's responsibility to log their hours weekly and submit them to their internship site supervisor and the UW Internship Coordinator for online verification. Using this online system, the internship site supervisor should have immediate access to verify the intern's hours each week. See the Brooklyn Trail Building Operations and Procedures section of this handbook and the UW Internship Handbook for more details on logging hours using T2T.

As part of the internship, each intern must complete two comprehensive case studies (one with an academic focus, and one with a behavioral focus) that includes the implementation of a problem-solving model, implementation of an evidence-based intervention, and progress monitoring data. These case studies are presented during group supervision meetings. For more details on the case studies, please see the UW Internship Handbook.

Important note for Ph.D./Ed.S. degree students: If desired and approved, Ph.D./Ed.S. inclusive degree students may split the pre-certification internship experience between settings. Two options for the split internship include earning WA state certification as a school psychologist; the third option does not lead to state certification. As a result, any Ph.D./Ed.S. inclusive degree student that splits the internship with the third option will not be eligible for certification at the end of the pre-certification internship. **The Program faculty does not recommend this third option since options 1 and 2 provide the most flexibility for future practice. To illustrate these options further, see the table, "Third Year Pre-Certification Internship Options," on the next page.** For Ph.D. degree students, an internship supervisor in a non-school setting must be a licensed psychologist

Third Year Pre-Certification Internship Options

	Ed.S. DEGREE	Ph.D. DEGREE OPTIONS		
Degree/ Certification Options	Ed.S. degree (with State certification)	Ed.S. & Ph.D. degrees (with State certification)	Ed.S. & Ph.D. degrees (with State Certification)	Ph.D./Ed.S. inclusive degree (without STATE certification)
INTERNSHIP	1,200 hours full-time as a <u>school psychology intern</u> in a school setting	1,200 hours full-time as a school psychology <u>intern</u> in a school setting	600 ⁴ hours as a <u>school psychology intern</u> in a school setting 600 hours as an <u>intern</u> in another <u>clinical</u> setting (a lab setting is fine if the work is clinical)	600 hours as a <u>school psychology intern</u> in a school setting 600 hours in a <u>nonclinical</u> setting or work setting (e.g., research assistant, project coordinator)
SUPERVISORS (for individual and group supervision)	ESA School Psychologist - individual supervision University supervisor-group supervision	ESA School Psychologist - individual supervision University supervisor (licensed psychologist) - group supervision	<i>Site 1:</i> ESA School Psychologist - individual supervision <i>Site 2:</i> Licensed Psychologist - individual supervision (only clinical work documented as hours) University supervisor (licensed psychologist) - group supervision	<i>Site 1:</i> ESA School Psychologist - individual supervision <i>Site 2:</i> Other supervisor for individual supervision (no clinical hours, including K-12 teaching, research data collection, or policy work) University supervisor (licensed psychologist) - group supervision

⁴ For the split internship, at least 600 hours (can be more) are in the school setting.

HOURS COUNT FOR	Pre-certification internship	Pre-certification internship AND practicum hours for APPIC	Pre-certification internship AND practicum hours for APPIC	<i>Site 1:</i> pre-certification internship and practicum hours for APPIC <i>Site 2:</i> hours will NOT count for state certification, NCSP, or practicum hours for APPIC. A licensed psychologist is required to provide individual supervision for the non-school site. We allow you to complete the Ed.S. degree using them, but you will not be eligible for state certification or the NCSP. Students who select this option will need to complete a second half-time internship to be eligible for state certification and the NCSP.
OUTCOMES	• Ed.S. degree • ESA certification (WA) • NCSP	• Ed.S. degree • ESA certification (WA) • NCSP • Exceeding median practicum hours for APPIC	• Ed.S. degree • ESA certification (WA) • NCSP • Exceeding median practicum hours for APPIC	• Ed.S. Degree • Ph.D. Licensed Eligible • Exceeding median practicum hours for APPIC
WORK ELIGIBILITY IN WASHINGTON STATE	Can work as a SP immediately	Can work as a SP part-time while finishing the Ph.D.	Can work as a SP part-time while finishing the Ph.D.	<u>Cannot</u> work as a SP in schools unless completing a second part-time internship

Completing the Ed.S. Degree

To complete the Program, a series of steps must be followed in the final year. Around April 1, the COE's Office of Student and Academic Services will send **one** email reminder to all students eligible to graduate at the end of spring quarter. It is the student's responsibility to read this email and follow up on the three steps for graduation:

1. Request the Ed.S. degree through the UW Graduate School. This step includes applying for graduation on [the MyGrad page](#) of the Graduate School website. Completing this step will alert the COE and the Graduate School that you are planning to graduate in spring. This will also allow your name to be listed in the UW Commencement Bulletin. You may request your Ed.S. degree starting on the first day of spring quarter. As part of this request, you should review your degree audit. Most Graduate School contingencies are satisfied by maintaining registration through the end of the requested graduation quarter. Your contingencies should indicate In-Progress (IP). If you have contingencies indicating you have not met Graduate School minimum requirements, please review the Graduate School minimum requirements or contact the COE's Office of Student and Academic Services.
2. Register to attend commencement on the [UW Graduation Registration and Order Form](#).
3. Complete the Spring Online Degree Completion Form (found in the Educational Specialist Forms dropdown on the [COE Graduate Student Forms page](#)); in the process, submit the signed and completed Course of Study form
 - a. You completed most of this form as part of the portfolio during the second year.
 - b. Sample versions of the forms are on the following pages – choose the version that corresponds to the year you started your Ed.S. degree
 - c. Multiple signatures from your advisor, the UW Internship Coordinator, and the School Psychology Program Director are required – plan ahead and submit forms for signatures at least two weeks before they are due.
4. Complete the following forms:
 - a. NASP NCSP Internship Verification Form (signed by UW Internship Coordinator and internship site supervisor)
 - b. NASP NCSP Program Verification Form (signed by Program Director)
 - c. PESB Professional Growth Plan (signed by Program Director)
5. Submit your Praxis II exam score report to the COE

Professional Growth Plan (PGP)

The PGP is a required element for all professional certificates by the Washington State Professional Education Standards Board (PESB). You will use this document as you progress through the levels of certification as a school psychologist. There are three levels: Residency, Professional, and Career. As

you complete the Program, you are eligible immediately for Residency certification. The NCSP certification (once complete) qualifies you for the Professional certification. The completed PGP form will be reviewed and signed by the Program Director near the end of your third year in the Program.

Why the PGP? The PESB wants to know what you would like to improve upon as a professional in the field. The plan holds you accountable for your own professional development. The continuing education requirements for NCSP will be used in combination with the PGP in your application for higher levels of certification. The PESB also wants to know that you know the professional standards of the School Psychology Benchmarks. For more information, navigate to the [PESB's page on completing a PGP as part of program completion](#).

Certification as a School Psychologist

Upon completion of the Ed.S. degree, graduates are immediately eligible for the Residency Educational Staff Associate (ESA) School Psychology certification with Washington State. The Residency certificate is the entry-level certification for school psychologists. To become a Washington State Certified School Psychologist, all interns must complete the certification file that is introduced in the first year of the Program and held by the COE's Office of Student and Academic Services. The certification file includes an active E-Cert account, pre-residency clearance, current fingerprint clearance, Praxis II exam score report with passing score, and copies of the signed and completed forms: Course of Study, Oral Examination, and Professional Growth Plan (PGP). Many of these forms require a signature from the Program Director and other faculty members in the Program. The PGP requires the certification applicant to develop goals that will be achieved prior to applying to the next level of certification—the Professional ESA certificate.

School psychology graduates must pass the PRAXIS II examination for School Psychologists. By passing the PRAXIS II examination, graduates are qualified for the Washington State professional certification, and eligible to become Nationally Certified School Psychologists (NCSP). We strongly advise our graduates to take the PRAXIS II examination in the summer prior to or in the first few months of beginning the pre-certification internship. A Residency ESA certificate holder may apply for the Professional ESA certificate after 180 days in the role of a Residency ESA. When taking the exam, students may register to take the exam at an approved testing center or remotely, if the exam's qualifications are met. Students are able to select four score recipients when they take the exam (cost included in exam fee); they should send scores to the following recipients:

- UW Seattle campus (code 4854)
- Washington State Office of Public Instruction (code 8430)
- NASP (code 1549)

More information about the Praxis II examination can be found in the UW Internship Handbook and on the [exam's website](#), including testing requirements and preparation materials.

EDUCATIONAL SPECIALIST (Ed.S.) COURSE OF STUDY
School Psychology (113 Credits)
Effective Autumn 2026

Student Name: Click or tap here to enter text.

UW Student #: Click or tap here to enter text.

Advisor Name: Click or tap here to enter text.

Statistics and Research (10 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDSPE 511	Single Case Research Design	3			
EDPSY 517	Applied Measurement in Educational Research	3			
EDPSY 580	Foundations in Quantitative Analytics for Education & Related Fields	4			

Cognition and Learning (6 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 501	Human Learning and Educational Practice	3			
EDPSY 502	Developmental Foundations of Early Learning	3			

Social and Developmental Bases of Behavior (3 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 556	Applied Social Psychology: Implications for Education	3			

Exceptionality (3 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDSPE 525	Autism and Other Social, Communication, and Developmental Disabilities	3			

Biological Bases of Behavior (3 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 577	Neuropsychology of Learning and Behavior Problems	3			

School Psychology Specialty (3 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 570	Introduction to School Psychology	3			

Ethics and School Law (3 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 568	Seminar in Professional Issues and Ethics	3			

Individual Differences (9 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 548	Child and Adolescent Psychopathology in Schools	3			
EDPSY 552	Culturally Responsive Practices in School Psychology	3			
EDPSY 553	School Psychology Services with Special Populations	3			

School-Based Practicum (4 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 505	Field Study II: Tier III Interventions	2			
EDPSY 505	Field Study II: Tier III Interventions	2			

Assessment (21 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 507	Academic Assessment and Intervention	5			
EDPSY 540	School Psychological Assessment	5			
EDPSY 564	Practicum in School Psychology	5			
EDPSY 572	Social-Emotional Assessment	3			
EDPSY 573	Psychological Assessment of Preschool Children	3			

Intervention (11 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 544	Counseling	4			
EDPSY 546	Counseling Practicum	4			
EDPSY 557	Tier III Interventions for School Psychologists	3			

Consultation (7 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 554	Introduction to Multi-Tiered Systems of Support	3			
EDPSY 500	Field Study I: Academic Consultation	2			
EDPSY 500	Field Study I: Academic Consultation	2			

Internship (24 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDUC 750	Capstone Experience	8			
EDUC 750	Capstone Experience	8			
EDUC 750	Capstone Experience	8			

Internship Supervision and Case Study Seminar (6 credits)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken	Total Credits
EDPSY 566	Case Study Seminar	2			
EDPSY 566	Case Study Seminar	2			
EDPSY 566	Case Study Seminar	2			

SIGNATURES:

Student: Click or tap here to enter text.

Date: Click or tap here to enter text.

Faculty Advisor: Click or tap here to enter text.

Date: Click or tap here to enter text.

PROGRAM COMPLETION VERIFICATION

- ☐ Maintained a minimum of 3.0 GPA in overall coursework
- ☐ Achieved a 3.2 GPA in each assessment and practicum course (EDPSY 507, 540, 544, 546, 564, 572, & 573)
- ☐ Demonstrated competence in interpersonal skills with colleagues, faculty, school personnel and families
- ☐ Completed a professional portfolio, diversity paper, and passed the oral competency examination

Precertification internship documentation

- ☐ Successfully completed a minimum of a 1200-hour internship (with at least 600 hours in a school setting) across three quarters, EDPSY 566 (Case Study) and EDUC 750 (Internship)

Internship Site 1

District: Click or tap here to enter text.

School site(s): Click or tap here to enter text.

Internship start date: Click or tap here to enter text.

Internship end date: Click or tap here to enter text.

Total hours completed: Click or tap here to enter text.

UW Internship Coordinator Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Internship Site 2 (optional)

District: Click or tap here to enter text.

School site(s): Click or tap here to enter text.

Internship start date: Click or tap here to enter text.

Internship end date: Click or tap here to enter text.

Total hours completed: Click or tap here to enter text.

UW Internship Coordinator Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

FINAL PROGRAM COMPLETION SIGNATURES:

Student: Click or tap here to enter text.

Date: Click or tap here to enter text.

Faculty Advisor: Click or tap here to enter text.

Date: Click or tap here to enter text.

School Psychology Program Director: Click or tap here to enter text.

Date: Click or tap here to enter text.

DOCTORAL (Ph.D.) DEGREE IN SCHOOL PSYCHOLOGY

Program Aim and Competencies

The School Psychology Ph.D. degree is structured so students will be at the forefront of the school psychology field as leaders in research and practice. Our **scientist-practitioner** framework allows for two prominent areas of focus: scientist/scholar (focusing on research, measurement, efficacy, statistical design) and practice (focusing on implementing evidence-based assessment and interventions). The Ph.D. degree program at the University of Washington has been accredited by the American Psychological Association (APA) since 1992 and by the National Association of School Psychologists (NASP) since 2000. The Ph.D. degree in school psychology at UW builds upon and extends the training offered in the three-year sequence of the Ed.S. degree, which is the first three years of the doctoral degree.

The **primary aim** of the UW School Psychology Program doctoral degree is to ***prepare health service psychologists who use culturally responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds.*** In keeping with the primary aim, students are expected to achieve competencies as both practitioners and scientists. Recent graduates apply their competencies in multicultural assessment, consultation, and intervention in school, mental health, hospital, and private practice settings. In these settings, they engage with new developments for the practice of school psychology and apply this knowledge to their area of expertise. Others are employed in university settings as trainers of school psychologists and generate new knowledge for the practice of psychology.

Competencies and Objectives of the Ph.D. Degree Program⁵

Throughout the Ph.D./Ed.S. inclusive degrees, learning experiences are guided by the Discipline Specific Knowledge areas and by the nine Profession-Wide Competencies (PWCs) in the APA Standards of Accreditation. The UW School Psychology Program has specific objectives for each of the nine PWCs:

Research

Program Objective: To prepare health service psychologists to be critical consumers of research, to have the knowledge and skills to conduct scientific inquiry, and to disseminate research.

Ethical and Legal Standards

Program Objective: To prepare health service psychologists to be competent in navigating legal and ethical challenges and engaging in best practices associated with the APA Ethical Principles for Psychologists and Code of Conduct.

⁵ For details on how these competencies are defined, see Appendix G: UW School Psychology Program Profession-Wide Competencies

Individual and Cultural Diversity

Program Objective: To prepare health service psychologists to integrate self-awareness, cultural knowledge, and culturally responsive skills in all professional activities including research, teaching, and clinical service.

Professional Values, Attitudes, and Behaviors

Program Objective: To prepare health service psychologists to reflect the values and attitudes of psychology through integrity, professional identity alignment, professional behavior, and responsiveness to supervision and feedback.

Communication and Interpersonal Skills

Program Objective: To prepare health service psychologists to maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients.

Assessment

Program Objective: To prepare health service psychologists to incorporate the diversity characteristics of clients in psychological assessments and to present findings in an effective manner appropriate for audiences outside the discipline of psychology.

Intervention

Program Objective: To prepare health service psychologists to implement evidence-based interventions with fidelity and flexibility to adapt interventions to cultural and linguistic contexts of clients.

Supervision

Program Objective: To prepare health service psychologists to provide effective supervision to less advanced students and peers appropriate for the service setting.

Consultation and Interprofessional Interdisciplinary Skills

Program Objective: To prepare health service psychologists to demonstrate the ability to effectively collaborate in interdisciplinary contexts and integrated healthcare settings.

Curriculum Model

To accomplish the aim and competencies of the Program, the Ph.D. degree curriculum expands upon the Ed.S. degree and covers additional topics in professional psychology. Students gain more in-depth knowledge and competence during the fourth and fifth year in the following areas: history of psychology, individual and cultural differences, statistical methods and research design, measurement/psychometrics, psychopathology, advanced clinical interventions, and supervision.

The Ph.D. degree in School Psychology at the UW requires a minimum of 90 credit hours (30 of which applies from the Ed.S.). Students must have completed an Ed.S. degree or must be in the process of completing an Ed.S. degree in School Psychology to be considered for the Ph.D. degree. Students who apply to the Ph.D. degree after they have obtained their Ed.S. degree in School Psychology at the UW use their coursework from the Ed.S. degree as their specialty area. Students

who have completed an Ed.S. degree in school psychology from another institution will have their transcripts reviewed to determine course credit that may be applied to their Ph.D. degree program of study (maximum of 30 credits may be applied).

With the support of their advisors, doctoral degree students design an individualized program of study guided by a Supervisory Committee and chaired by a tenure-track core School Psychology Program faculty member with Graduate Faculty Status. The requirements for the individualized program of study are based on Supervisory Committee recommendations; along with the parameters that each student must follow in the process of obtaining their Ph.D. in the College of Education. For example, each Ph.D. degree student's program of study must include an area of specialization, two supporting cognates (a cluster of courses around a common topic of interest), and an out of area specialization (outside of the COE). As doctoral students are completing the individualized program of study requirements, they must also complete the Ph.D. degree milestones (research and inquiry, general exam, dissertation proposal, dissertation defense). After a student has passed the general exam and received signed Committee approval on the dissertation proposal, they may complete the pre-doctoral internship. As the culminating experience for the Ph.D. degree, the pre-doctoral internship must provide training at a more advanced level than the pre-certification internship. The pre-doctoral internship requires an additional 1,500 hours of experience and can be completed in a school or non-school setting. Students are encouraged to apply to APA-approved pre-doctoral internship programs through the Association of Postdoctoral Psychology and Internship Centers (APPIC) Match process.

Doctoral Degree Program Courses

Course Code	Course Title	Credits
Statistics and Research		
<i>Students must complete courses below in addition to courses completed as part of the Ed.S. degree (EDPSY 490/580, EDPSY 517; EDSPE 511). See Figure 3 for flowchart of course sequencing.</i>		
EDLPS 525	Educational Inquiry I	3
EDLPS 526	Educational Inquiry II	3
EDPSY 538	Multiple Regression	3
<i>Select <u>at least one</u> additional course including, but not limited to:</i>		
EDPSE 542	Advanced Single Case Research Methodology	3
EDLPS 558	Introduction to Qualitative Research Methods in Education	3
EDLPS 574	Mixed Methods in Educational Research	3
EDPSY 513	Survey Instrument Development	3
EDPSY 539	Classic Test Theory Reliability and Validity	3
EDPSY 575	Structural Equation Modeling I	3
EDPSY 576	Multilevel Modeling	3
EDPSY 524, 525, & 526	Qualitative Methods of Educational Research I, II, & III	15
AND EQUIVALENT COURSES APPROVED BY FACULTY ADVISOR		

<i>History and Systems of Psychology</i>		
EDPSY 554	Introduction to Multi-Tiered Systems of Support	3
EDPSY 570	Introduction to School Psychology	3
EDPSY 585	History, Systems, and Contemporary Issues in School Psychology	3
<i>Biological Aspects of Behavior</i>		
EDSPE 525	Autism and Other Social, Communication, and Developmental Disabilities	3
EDPSY 577	Neuropsychology of Learning and Behavior Problems	3
EDPSY 585	History, Systems, and Contemporary Issues in School Psychology	3
<i>Cognitive/Affective Aspects of Behavior</i>		
EDPSY 529	Developmental Psychopathology and the DSM	3
EDPSY 540	School Psychological Assessment	5
EDPSY 544	Counseling	4
EDPSY 546	Counseling Practicum	4
<i>Social and Developmental Aspects of Behavior</i>		
EDPSY 501	Human Learning and Educational Practice	3
EDPSY 502	Developmental Foundations of Early Learning	3
EDPSY 556	Applied Social Psychology: Implications for Education	3
EDPSY 572	Social-Emotional Assessment	3
<i>Individual and Cultural Diversity</i>		
EDSPE 525	Autism and Other Social, Communication, and Developmental Disabilities	3
EDPSY 548	Child and Adolescent Psychopathology in Schools	3
EDPSY 552	Culturally Responsive Practices in School Psychology	3
EDPSY 553	School Psychology Services with Special Populations	3
<i>Assessment</i>		
EDPSY 507	Academic Assessment and Intervention	5
EDPSY 540	School Psychological Assessment	5
EDPSY 564	Practicum in School Psychology	5
EDPSY 572	Social-Emotional Assessment	3
EDPSY 573	Psychological Assessment of Preschool Children	3
<i>Ethical and Legal Standards</i>		
EDPSY 570	Introduction to School Psychology	3
EDPSY 568	Seminar in Professional Issues and Ethics	3
<i>Intervention</i>		
EDPSY 500	Field Study I: Academic Consultation (<i>repeat in winter/spring</i>)	4
EDPSY 505	Field Study II: Tier III Interventions (<i>repeat in winter/spring</i>)	4
EDPSY 544	Counseling	4
EDPSY 546	Counseling Practicum	4

EDPSY 557	Tier III Interventions for School Psychologists	3
Advanced Integrative Knowledge and Advanced Practicum (repeat in autumn/winter/spring)		
EDPSY 508	Advanced Practicum in Supervision and School Mental Health	6
EDPSY 565	Advanced Practicum in Clinical Practice for Children and Adolescents with Psychopathology	12
EDPSY 579	Advanced Practicum in Assessment and Intervention	9

Cognates

Each doctoral degree student is required to select two Cognate areas which can be within the College of Education in addition to their Area of Specialization (school psychology) and a Specialization Outside of Education. Each of these areas is a cluster of courses that support a domain of inquiry (research and/or practice area of interest). Each cognate or specialization includes three to five courses selected collaboratively with the advisor or with the graduate faculty member that represents the cognate area. It is recommended that each cognate and specialization include at least two classes completed specifically as part of the doctoral degree, rather than as part of the Ed.S. degree.

One strategy to develop the cognates and specializations is to outline the domains of research inquiry for the dissertation. Then, consider faculty most appropriate for the Supervisory Committee. Work with these faculty members to develop and oversee your cognates. Together you decide on the courses suitable to support the cognate. The courses often help to create the title for the cognate. For example, former students have created cognate titles like, “evidence-based clinical practices; educational equity; research methods for diverse populations; data-based decision making; child development; culturally responsive school psychology; applied behavior analysis,” and so on.

Although students completing a doctoral degree have full flexibility in developing cognates that match their research and clinical interests, there are a few opportunities where doctoral degree students may take coursework that aligns with a professional certificate. Each of the following certificate programs have clusters of courses that may be used to support a doctoral cognate area:

Certificate Program Title	Fee-Based Program (Yes/No)
Native Education	Yes
Psychometrics and Applied Analytics	No

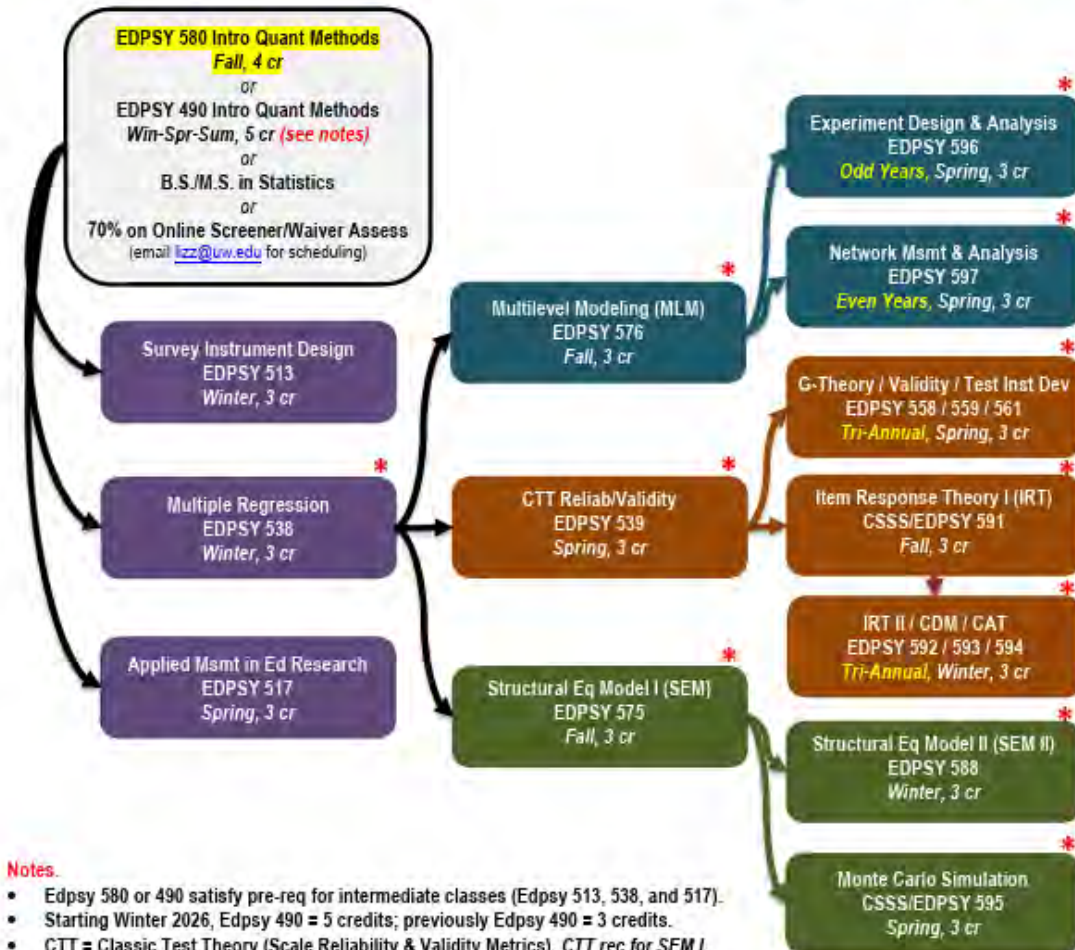
The following are additional options for cognates that do not require additional fees to enroll:

Content Area	Admission Requirements
Leadership in Education of Neurodevelopmental Disabilities (LEND) <u>Note:</u> if this is completed during the third-year internship, the hours can also count as practicum hours for APPIC because you are enrolled in credits.	Apply for admission to become a LEND fellow <u>Note:</u> There are no courses attached to the LEND fellowship program. To apply LEND training to a cognate, you will need to register for independent study credits with your advisor and to prepare a syllabus that reflects individual LEND goals and learning
Education, Equity, and Society (EES)	Enroll in the Equity Studies colloquium and select courses from the course grid

Specialization Outside of Education

The COE requires that each doctoral degree student develop a specialization from a department outside the COE. The specialization outside the COE will often be in a single department (e.g., Psychology, Social Work, Nursing). In exceptional cases, the specialization may be created by a series of courses from different departments containing a common thread (e.g., Ethnic Studies, which may draw upon courses based in several departments). The graduate faculty representative (GSR) from that specialization serving on the Supervisory Committee defines the breadth and depth of the specialization outside the COE.

Graduate Course Sequencing Snapshot
(arrows indicate pre-requisites)



* Counts towards Psychometrics & Applied Analytics (PAA) graduate certificate
PAA info: <https://education.uw.edu/academics/program/psychometrics-applied-analytics-certificate>

UW COE M&S Quant Methods Course Sequence Snapshot, Updated 5-05-2026

Figure 3. COE's Graduate course sequencing for measurement and statistics

Dissertation (repeat in autumn/winter/spring)		
EDUC 800	Doctoral Dissertation	27

Internship (request “on leave” status EVERY quarter you are not enrolled)

In accordance with APA requirements and accepted clinical guidelines, students are required to complete an internship experience following completion of both the written and oral general examinations, and the approval of dissertation proposal. The internship must consist of at least 1,500 hours completed within a 24-month period and must be under the supervision of a licensed psychologist (if prior Ed.S.-level internship did not include 600 hours in a school setting, then 600 hours must be completed in a school setting). If the dissertation is not defended before internship, continued work on the dissertation is required for satisfactory progress in the Program. To qualify for licensure, more than one licensed psychologist must be at the site, and the site must have a formal program of supervised internship activity. Faculty strongly encourage students to apply to APA-approved pre-doctoral internships.

The APA Committee on Accreditation (750 First Street NE, Washington, D.C. 20002; phone: 202-336-5579) monitors compliance with APA standards.

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with university policy and applicable federal and state statutes and regulations.

COURSE SEQUENCE FOR DOCTORAL STUDENTS (2026 – 2027)

YEAR FOUR: ADVANCED CLINICAL TRAINING AND DOCTORAL COURSEWORK			
Autumn 2026	Winter 2027	Spring 2027	Summer Session A
EDPSY 565 (Holland) Adv. Practicum in Clinical Practice (4) W 2:00 - 4:20 PM W 4:30 - 6:20 PM (reserved for Clinic)	EDPSY 565 (Holland) Adv. Practicum in Clinical Practice (4) W 2:00 - 4:20 PM W 4:30 - 6:20 PM (reserved for Clinic)	EDPSY 565 (Holland) Adv. Practicum in Clinical Practice (4) W 2:00 - 4:20 PM W 4:30 - 6:20 PM (reserved for Clinic)	EDPSY 547 (Holland) Seminar in APPIC/CDSPP Internships (2) Sa 9:40 - 11:50 AM
EDPSY 508 (Small) Adv. Practicum in Supervision & School Mental Health (2) W 10:00 - 11:50 AM	EDPSY 508 (Small) Adv. Practicum in Supervision & School Mental Health (2) W 8:30 AM - 12:20 PM in schools W 12:30 - 1:50 PM on campus	EDPSY 508 (Small) Adv. Practicum in Supervision & School Mental Health (2) W 8:30 AM - 12:20 PM in schools W 12:30 - 1:50 PM on campus	
EDLPS 525 (Rocha) Educational Inquiry (3) F 8:30 - 10:50 AM	EDLPS 526 (Rocha) Educational Inquiry (3) F 8:30 - 10:50 AM	EDPSY 585 (Small) History, Systems, & Contemporary Issues in School Psych. (3) T 1:30 - 3:50 PM	
EDPSY 529 (Small) Developmental Psychopathology and the DSM (3) T 1:30 - 3:50 PM	EDPSY 538 (Sanders) Multiple Regression (3) Th 2:00 - 4:20 PM	Choice of research methods course	
Additional cognate course	Additional cognate course	Additional cognate course	
	Prospective Candidacy <i>apply using two-step process through the S3 Area</i> (Feb/Mar or Mar/April)	Research and Inquiry Paper (R&I)	

YEAR FIVE: DOCTORAL COURSEWORK AND DISSERTATION		
Autumn 2026	Winter 2027	Spring 2027
EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) Th 11:00 AM - 1:50 PM All field-based	EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) Th 11:00 AM - 1:50 PM All field-based	EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) Th 11:00 AM - 1:50 PM All field-based
Optional: EDPSY 576 (Sanders) Multilevel Modeling (3) Th 2:00 - 4:20 PM OR OTHER RESEARCH METHODS COURSE	Additional cognate courses, including research methods courses (3-6 credits)	Optional: EDPSY 575 (Olvera Astivia) Structural Equation Modeling I (3) W 2:00 - 4:20 PM OR OTHER RESEARCH METHODS COURSE
Additional cognate course	Additional cognate course	Additional cognate course
General Exam (Nov or Dec)	General Exam (if not completed in autumn) R & I Presentation (Feb.) Dissertation Proposal (or in Spring)	Additional cognate courses, including research methods courses (3-6 credits)
Apply for APPIC internships; if not doing APPIC, work on a local CDSPP-aligned Internship	Internship interviews and APPIC Match Day	Dissertation Proposal (if not completed in winter)
EDUC 800 Dissertation (8-10 credits)* register <u>only</u> if completing the general exam this quarter	EDUC 800 Dissertation (8-10 credits)**	EDUC 800 Dissertation (8-10 credits)
* To obtain an add code for dissertation credits, fill out the COE's Independent Study & Practicum Form, select your advisor, EDUC 800, current term information, and describe your dissertation project. ** Register for 25 dissertation credits (total) by the end of the academic year. Leave 2 credits for the following year when you defend your dissertation (final orals).		

YEAR SIX & BEYOND: PRE-DOCTORAL INTERNSHIP

Apply for “on leave” status **EVERY** quarter, *except the quarter that you will defend your dissertation*. If you do not apply each quarter, you will drop from the University system, must reapply for active status, and pay a \$250 fee to the Graduate School. During the quarter that you defend your dissertation, you MUST register for the remaining two credits.

The Course of Study form must be completed before the student advances to Prospective Candidacy, including both APA and COE requirements. For students who completed their Ed.S. degree or certification in school psychology in a program outside of UW, select coursework may be included as part of their doctoral degree course of study. The course of study will contain additional individualized courses selected by the student and approved by the student's Supervisory Committee in accordance with COE requirements for the Ph.D. The Course of Study forms are available to download from the [Doctoral Degree Forms page](#) of the COE website under the dropdown titled, “I’m preparing to complete by Course of Study with my adviser.”

DOCTOR OF PHILOSOPHY DEGREE (PhD) COURSE OF STUDY

Student Name: Click or tap here to enter text.

UW Student #: Click or tap here to enter text.

Advisor Name: Click or tap here to enter text.

Program Name : Click or tap here to enter text.

Area of Specialization in Education:

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken

Total Credits _____

First Cognate:

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken

Total Credits _____

Second Cognate:

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken

Total Credits _____

Specialization Outside of Education:

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken

Total Credits _____

Research Preparation:

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken
EDLPS 525	Educational Inquiry	3		
EDLPS 526	Educational Inquiry	3		

Total Credits _____

Dissertation (27 credits minimum taken over a minimum of 3 quarters)

Course Prefix and Number	Course Title	Credits	Grade	Quarter/Year Taken
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			
EDUC 800	Doctoral Dissertation			

Total Credits _____

Grand Total Credits _____

Students should submit their signed Course of Study form by the quarter of their Final Exam.

X

Student Signature

X

Date Signed

X

Faculty Advisor Signature

X

Date Signed

Doctor Of Philosophy Degree Milestones

The Ph.D. degree in the COE prepares students for careers as faculty, researchers, and clinicians. The degree consists of: (1) continuous research and inquiry, (2) courses in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and a faculty Supervisory Committee to select courses, topics of research and inquiry, and teaching experiences. These three areas will combine to: (1) convey deep scholarly knowledge of education and a specialty outside of education, (2) promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods, (3) impart broad knowledge of theory and practice in two supportive cognates, and (4) promote excellence as a college teacher.

A successful Ph.D. degree student has a high aptitude for research and inquiry and expresses career interest in general topics into which the faculty of the School Psychology Program and College of Education are engaged. The most effective training for the Ph.D. stems from collaborative research and inquiry into topics of mutual interest by an able student and faculty scholars.

The following summarizes the requirements and processes leading to the Ph.D. degree and are shown as a flowchart in Figure 4. Every student seeking a Ph.D. degree should review the summary of the [Graduate School's policies on doctoral degree requirements](#).

Residency

The Graduate School requires a minimum of 90 credits for a doctoral degree. An entering graduate student who holds a masters or Ed.S. degree from a recognized academic institution may substitute up to 30 approved credits from that master's or Ed.S. degree (if the degree is not more than 10 years old at the time of graduation from the UW) and 60 credits that must be earned at the University of Washington. Most COE degree options exceed the credit amount required by the Graduate School.

General Course of Milestone Events Leading to Ph.D.

The following chart outlines the general course of events leading to a Ph.D. degree. Explanatory text follows the chart.

Events	Outcomes/Products
<i>Post Ed.S. / First 1-2 Years of Ph.D.</i>	
Faculty advisor helps plan initial coursework	Student prepares paperwork and the faculty advisor recommends the student advance to Prospective Candidacy.
Completion of 24 credits, including EDLPS 525 and 526, and a minimum of 9 credits in field(s) of study	Area recommends the student for advancement to Prospective Candidacy.

Prospective Candidacy	
Supervisory Committee formed ¹	Doctoral Supervisory Committee Form filed with Office of Student and Academic Services.
Course of Study approved by the Supervisory Committee	Maintain/update Course of Study form
Complete two additional research courses ²	Discuss research topics for R&I project with Supervisory Committee
Research and Inquiry (R&I) paper and presentation ¹	• R&I paper approved. Signature page filed with Office for Student and Academic Services. • Present R&I paper in Feb¹
Complete all coursework approved in Course of Study (except dissertation)	Approved coursework completed with following: • GPA 3.0 or better • 18 graded credits • 18 credits at the 500 level
General Examination	Approved formal Course of Study form filed with Office of Student and Academic Services
Written exam, Oral Exam	Pass both exams
Candidacy	
Dissertation Proposal	Approved Dissertation Proposal and signature page filed with Office of Student and Academic Services
Dissertation, Final Defense	• Completion of 27 dissertation credits. • Dissertation filed with Graduate School
1 It is not imperative that a student forms their Supervisory Committee before their R&I project. It is necessary, however, for the student to arrange for three faculty to read and evaluate their R&I paper. The R&I paper must be approved before General Exams, but the R&I presentation may be completed at any time before Final Defense. 2 Prior to General Exams, a student is required to complete a minimum of four additional 500-level courses (EDLPS 525 and 526, and 2 other courses completed during doctoral degree; combined total no less than 12 credits) relating to methods of educational inquiry. In each of these four courses, a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered CR/NC).	

Upon admission to the Ph.D. degree, a student is designated post-Ed.S. degree, meaning that the student has an advisor with expertise in their area of interest, but they do not yet have a doctoral Supervisory Committee. The goal of the post-Ed.S. phase is to arrange research and inquiry experiences and coursework that will qualify the student for Prospective Candidacy. The advisor is a central figure in supporting academic planning.

Working together with their advisor, the student will: 1) identify a research topic and design a related project, (2) select courses, and (3) prepare paperwork to submit for advancement to Prospective Candidacy. Each student is responsible for following all procedures of the Graduate School and College of Education.

Advancing to Prospective Candidacy

A student may be considered for advancement to Prospective Candidacy after completing 24 credits of study, including the Inquiry Seminar Series (EDLPS 525 and 526), and a minimum of 9 credits within the chosen field(s) of study. The course sequence includes the recommended timeline. Once the student has met the minimum requirements (usually winter quarter of Year 2 post-Ed.S.), advancing to Prospective Candidacy in the S3 Area has two phases.

First, the advisor approves submission of paperwork (Course of Study, writing sample, CV) to Canvas for review by Area faculty. If Area faculty approves paperwork, the student proceeds to a brief oral presentation about career goals and objectives with Area faculty. At that time, Area faculty vote if the student advances to Prospective Candidacy. For specific details, see the [Doctoral Degree Forms page on the COE website](#), under the dropdown titled, "I'm preparing to advance to Prospective Candidacy". Once advanced, a student becomes a *Prospective Candidate*.

Forming the Supervisory Committee

Once advanced to Prospective Candidacy, the student should direct their attention to forming a Supervisory Committee. With advisor consultation and support, the student identifies members of the graduate faculty and inquires about their willingness to serve on the Supervisory Committee. Members of the Supervisory Committee will devote substantial time to working with a Ph.D. student, and each should formally indicate their willingness to serve. The Chair of the Supervisory Committee (the School Psychology Program advisor, who must be a graduate faculty member from the COE) must express a willingness and availability to supervise the dissertation because it is a time-consuming responsibility. Each student must form a Supervisory Committee no later than the quarter prior to General Exams.

Supervisory Committees will be formed in accordance with Graduate School Policy 4.2, outlined on the [Policy page of the Graduate School website](#), and according to the following principles:

- A minimum of four voting faculty with graduate faculty appointments must represent, respectively, the student's (a) specialization within their broad area of study, (b) first cognate, (c) second cognate, and (d) specialization outside of the COE (this is often the GSR). Definitions of broad area, specializations, and cognates can be found online at the [Ph.D. Program Requirements page](#) on the COE website.
 - One voting faculty from the School Psychology Program (chair/advisor) may be on the Committee along with two additional voting faculty from the College of Education; and,

- o One faculty member, the Graduate School Representative (GSR), from outside the COE must also serve on the committee. GSRs must be members of the graduate faculty with an endorsement to chair doctoral committees and must have no conflict of interest (such as budgetary relationships or adjunct appointments) with the COE. Members of Supervisory Committees representing students' specializations outside of the COE may also serve as GSRs, provided they are qualified to serve in both roles.
- Use the [Find Graduate Faculty tool](#) on the Graduate School website to determine whether a UW faculty member is a member of the graduate faculty with an endorsement to chair doctoral committees.
- Once a student has identified appropriate graduate faculty who are willing to serve, their names should be submitted to the Office of Student and Academic Services using the appropriate form (forming a committee or revising a committee). For specific details, see the [Doctoral Degree Forms page on the COE website](#), under the dropdown titled, "I would like to set up or make a change to my Supervisory and/or Reading Committee". The student's faculty advisor must sign the form to indicate their approval.

The Supervisory Committee may recommend against continuation if a student's progress toward the Ph.D. degree is unsatisfactory. This may include but is not limited to an excessive number of course withdrawals or incompletes, a GPA less than 3.0 in substantive courses, unsatisfactory performance in field placements, or unsatisfactory performance on the General Examination or other milestones.

Completing Research Preparation Coursework

A student seeking a Ph.D. degree requires training in research design. Initial preparation consists of studying the differences and similarities among approaches to inquiry in education through the required Educational Inquiry Seminar Series (EDLPS 525 and 526). These courses are sequential; EDLPS 525 is the prerequisite for EDLPS 526. A student should complete this sequence as early as possible in the Ph.D. degree program.

In addition to EDLPS 525 and 526, a student is required to complete a minimum of four 500-level courses (combined total no less than 12 credits) in methods of educational inquiry. In these four courses, a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered C/NC). The final selection of appropriate courses will be made with the advice and consent of the faculty advisor.

The required Inquiry series must be completed prior to advancement to Prospective Candidacy, and several of the remaining research courses should be completed prior to General Exams.

Completing the Research and Inquiry (R&I) Project

Research preparation is the foundation of the Ph.D. degree, as research will play a paramount role in students' professional careers.

Training to be an effective researcher requires (a) concentrated focus to learn the various methods of inquiry and practice, and (b) employment of these methods in various research projects while pursuing your degree. The student will begin research activities during the first year of graduate school and will continue to develop skills by conducting research projects, culminating with the dissertation. A major first product of research preparation effort is the Research and Inquiry (R&I) paper. The purposes of the Research and Inquiry Project are to:

1. Immerse the student in issues of content and method directly pertinent to the student's chosen specialization;
2. Provide the student with practical experience in the use of methods and the application of content learned in coursework;
3. Convey those aspects of substance and method that characterize the topic studied but that are not taught in general method or content courses; and
4. Afford an opportunity for the student to write and present research to a professional audience and for the audience to learn about the research. R&I is the opportunity to begin integrating knowledge pertinent to specialty areas.

The design, implementation, and presentation of the written R&I research shall be under the supervision of the faculty advisor. Two additional COE faculty members, who often also serve on the student's Supervisory Committee, read and evaluate the R&I paper. In general, a student's plan for R&I should contribute to the preparation of a dissertation. The R&I paper should be prepared as a submissible/publishable manuscript, and it should be reported at a professional meeting and/or submitted to a juried journal. The R&I paper must be approved, and the official signature page must be filed with the COE Office for Student and Academic Services before the student begins any work on the General Examination. The R&I presentation can occur any time before the Final Defense and typically occurs in February every year.

The faculty advisor completes an evaluation of the student's performance on the R&I paper and presentation (Appendix I).

Completing the Written General Exam

When both the student and Supervisory Committee concur that the student is prepared, and the student has completed all course requirements except the dissertation proposal and dissertation defense – including the completion at least 60 credit hours of coursework, per Graduate School requirements (or 30 hours if the student already completed an Ed.S. degree that will be less than 10 years old at the time of graduation from the UW) – the Written and Oral General Examination covering all major portions of the program of study will commence. The student's Course of Study and research activities will be evaluated through written and oral examinations conducted by the Supervisory Committee. The student should meet with the Committee to discuss the content, scheduling, and format of the examinations. *Before you begin this process, please see the doctoral general exam checklist below.*

The General Examination is given in two parts. The first part is written and examines content in the student's broad areas, specialty areas, and cognates. Upon satisfactory completion of the written portion of the General Examination, the oral portion may be scheduled. The faculty advisor, who is the chair of the Supervisory Committee, completes an evaluation of the prospective candidate's performance on the General Exam (Appendix J).

Completing the Oral General Exam

The student is responsible for scheduling the oral portion of the General Exam and submitting a Request for General Exam to the Graduate School. The student should submit the Request for General Exam at least three weeks prior to the date of the General Exam by using the Graduate School's online process. More information, and a link to the online Request for General Exam, can be found on the [Doctoral Degree Forms page on the COE website](#), under the dropdown titled, "I'm preparing to schedule a General Exam". The student should enroll for credit hours during the quarter of the General Exam. If a General Exam occurs during a period between academic quarters, then the General Exam will be considered part of the following quarter, and the student must register for that quarter.

During the oral examination, members of the Supervisory Committee may ask any question they choose. By majority vote, the Supervisory Committee will rule whether students pass the Oral Examination. Additionally, the faculty advisor (and chair of the Supervisory Committee) completes an evaluation of the prospective candidate's performance on the general exams (Appendix J). Successful completion of the oral exam allows the doctoral student to advance to *Candidacy*.

Doctoral General Exam Checklist

It is your responsibility as a student to see that all requirements of the Graduate School as well as those of the College of Education have been met. For information about Graduate School policies and procedures, visit the [Policies page](#) on their website.

To be eligible for the doctoral degree General Examination, you will need to do the following:

- ___ 1. Have a Supervisory Committee approved by the Graduate School at least the quarter prior to the oral portion of the General Exam. Ph.D. degree students must complete an approved R&I paper prior to the exams. For more information about R&I, please visit the "[Ph.D. Program Requirements](#)" section of the COE website.

Written Portion of the Doctoral General Examination

- ___ 2. At least one quarter before you plan to take the General Examination, you should call a meeting of your Supervisory Committee to review/approve your Course of Study, to set criteria for the exams, and to discuss topics to be covered.
- ___ 3. Register as a graduate student at the University of Washington during the quarter you plan to take the General Exam (oral). If you wish to register for EDUC 800 (Doctoral Dissertation) during the quarter of your written General Exam, the Exam Request Form and officially approved Course of Study must be submitted to the Office of Student and Academic Services

prior to registration. Any exam occurring during a quarter-break is counted as occurring in the following quarter, thus requiring registration in that quarter.

- ___ 4. Complete all coursework for the degree (except the dissertation credits). Per the Graduate School, graded courses must have grades of 2.7 or higher, and you must have a minimum cumulative GPA of 3.00. Courses used toward the Ph.D. research preparation requirement must have grades of 3.0 or better. Similarly, grade requirements for the School Psychology Program are binding.
- ___ 5. Fulfill the residency requirements for taking the General Exam – completion of 60 credits prior to scheduling the General Oral Examination (an Ed.S. degree from UW or another institution may be used as a substitute for 30 of these 60 credits).
- ___ 6. Complete at least 18 credits of graded courses at the 400-level or above. College of Education courses must be 400-level and higher; courses outside Education must be 300-level and above. Courses numbered 499 and courses entitled "Undergraduate Study" cannot be used toward graduate degree requirements. Credits from courses taken through distance learning or correspondence are not transferable. Courses numbered 498 are normally not acceptable; this will be reviewed by petition on a case-by-case basis.
- ___ 7. Complete at least 18 credits of UW coursework at the 500 level and above prior to the General Examination.
- ___ 8. Complete the written exam satisfactorily. Determine with your Chair when you are ready to distribute your written exam to your committee members.

Oral Portion of the Doctoral General Exam

- ___ 9. After receiving notification from your Chair to proceed to the oral portion of the doctoral General Exam, you may schedule the oral exam with your Supervisory Committee. Login to [MyGrad](#) and submit the Graduate School Request for General Examination. Follow the instructions on the form thoroughly.

Forming the Reading Committee

The Reading Committee is selected from among the student's Supervisory Committee members and must include the Chair of the Supervisory Committee. When the supervisory committee is made up of four faculty including the GSR, the Reading Committee is typically the chair and the two committee members who are content experts (often from the College of Education). The GSR is not on the Reading Committee. It is advisable to include a member who is knowledgeable in the chosen research methodology. The Reading Committee will read and review the dissertation in detail and make a recommendation to the larger Supervisory Committee about readiness to schedule the Final Examination. Once the student has identified appropriate graduate faculty who are willing to serve on the Reading Committee, their names should be submitted to the Office of Student and Academic Services using the appropriate form available on the [Graduate Student Forms page](#) of the COE

website, found under the dropdown titled "I would like to set up or make a change to my Supervisory and/or Reading Committee."

Preparing the Dissertation Proposal

Upon successful completion of the written and oral portions of the General Exam, you and your Supervisory Committee will shift attention to the dissertation proposal. The purpose of the dissertation proposal is to provide you with constructive criticism from the entire Supervisory Committee prior to the execution of your dissertation research. Supervisory Committee members must approve the written dissertation proposal unanimously; approval will be indicated by submitting a copy of the proposal cover page signed by each member. This form, along with a sample, can be found on the [Graduate Student Forms page](#) of the COE website, found under the dropdown titled "I'm preparing to submit my Dissertation Proposal."

Approval does not guarantee that the Supervisory Committee will approve the dissertation at the Final Defense, but it does guarantee that the committee may not later disapprove the dissertation on the grounds of poor research design. The approved proposal becomes the working paper for conducting your dissertation research. As a part of this process, the faculty advisor (Chair of the Supervisory Committee) also completes an evaluation of the prospective candidate's performance on the dissertation proposal (Appendix K). Once the proposal receives Supervisory Committee approval, you will apply for review and approval by the [Human Subjects Division](#).

Conforming to Stylistic Standards

It is your responsibility to ensure your dissertation meets current Graduate School formatting requirements. You may find information about these requirements on the [Thesis/Dissertation page](#) of the Graduate School website.

Completing the Final Exam (Dissertation Defense)

The student should schedule the Final Examination after submitting the dissertation to the Supervisory Committee. The student is responsible for scheduling the Final Exam and submitting a Request for Final Exam to the Graduate School. The student should submit the Request for Final Exam through the [MyGrad portal](#) at least three weeks prior to the date of the Final Exam. More information is available on the [Graduate Student Forms page](#) of the COE website, found under the dropdown titled "I'm ready to schedule my Final Exam." The student must be enrolled for credit hours during the quarter of the Final Exam. If a Final Exam occurs during a period between academic quarters, the Final Exam will be considered part of the following quarter, and the student must register for that quarter.

The Final Examination will cover the dissertation and related topics, and it may cover other areas deemed appropriate by the Supervisory Committee. While the Committee alone votes on acceptance of the dissertation, any member of the graduate faculty may participate in the Final Examination. The faculty advisor (and Chair of the Supervisory Committee) completes an evaluation of the candidate's performance on the final exam (Appendix L).

Submitting the Dissertation to the Graduate School

When Candidates pass the Final Exam and complete revisions requested by the Supervisory Committee, the remaining step is to submit the dissertation to the Graduate School. In preparation for submitting your dissertation, you should keep the following Graduate School policies in mind:

- If you wish to submit your dissertation in the same quarter as your Final Exam, make note of the submission deadlines established by the Graduate School.
- You may submit your dissertation up to two weeks after the end of a quarter without having to register for the following quarter by using the Registration Waiver Fee. The Registration Waiver Fee option is available to a student who has completed all other degree requirements except submission of the dissertation. You will then be permitted to graduate in the following quarter by paying a \$250 fee in lieu of registering for credit hours. Graduation is for the following quarter.
- **IMPORTANT NOTE FOR APA INTERNS:** Those completing APA-accredited internships will not be able to submit dissertations to the Graduate School until the internship is complete. Thus, APA-accredited internships that begin in the summer will end in the summer quarter the following year. This is a special circumstance for the University, so a process has been developed to support APA interns in Psychology and School Psychology. The Assistant Director of Student and Academic Services will assist all School Psychology interns in requesting a registration waiver that allows School Psychology interns to submit the dissertation to the Graduate School during summer quarter *without having to register for credits*.
- Submission of the dissertation is electronic and involves several steps. Review the detailed information available from the Graduate School on the [Thesis/Dissertation page](#). Two steps are particularly important: (1) the Doctoral Dissertation Reading Committee must approve your dissertation online; and (2) you must also complete the Survey of Earned Doctorates. Direct specific questions about the electronic submission of dissertations to [Graduate Enrollment Management Services \(GEMS\)](#) at 206-685-2630 or email uwgrad@uw.edu.

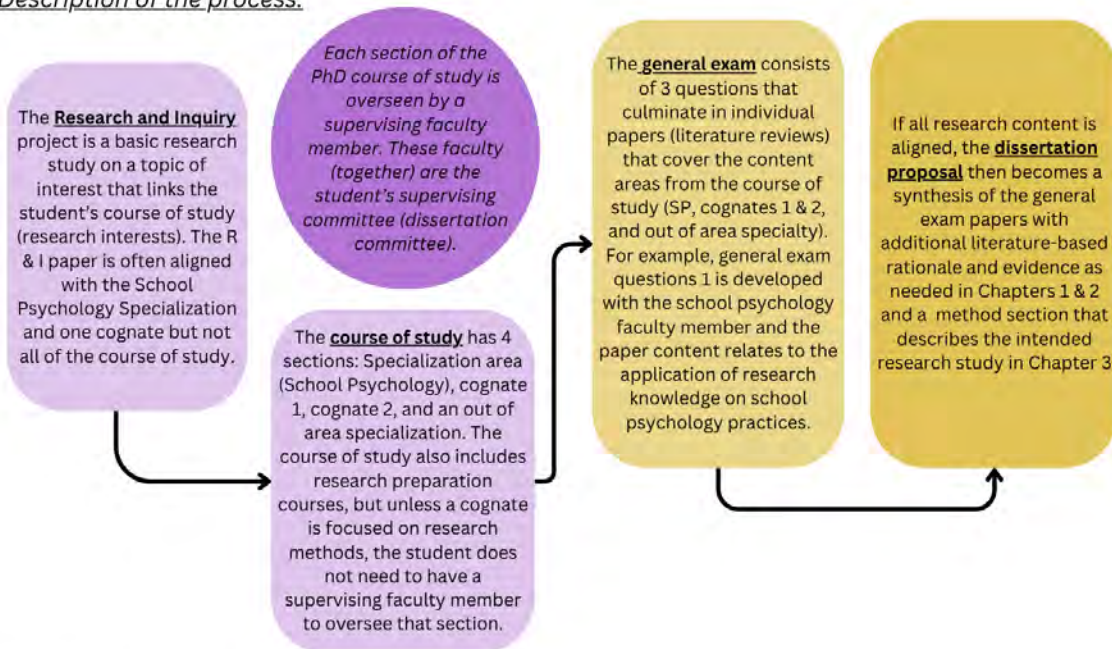
Maximum Allowable Time

In planning the program of study and timeline, all requirements for the Ph.D. degree must be completed within a 10-year time limit of enrolling at UW (which may start with Ed.S.). Extensions beyond the 10-year time limit are possible but require Supervisory Committee recommendation and approval by the School Psychology Program Director. Requests for extensions beyond the 10-year limit must be petitioned to the Graduate School.

Although the UW allows 10 years to complete a Ph.D. degree, students are encouraged to complete within three to four years after finishing the Ed.S. degree. This timeline is in keeping with expectations for doctoral students in psychology and helps to ensure good academic standing in the Program along with satisfactory grades. In the case of unsatisfactory quarterly progress, Program faculty may implement a Performance Improvement Plan.

Connecting the PhD Degree Milestones: A Strategy for Efficient Completion

Description of the process:



Flowchart of the process and strategy:

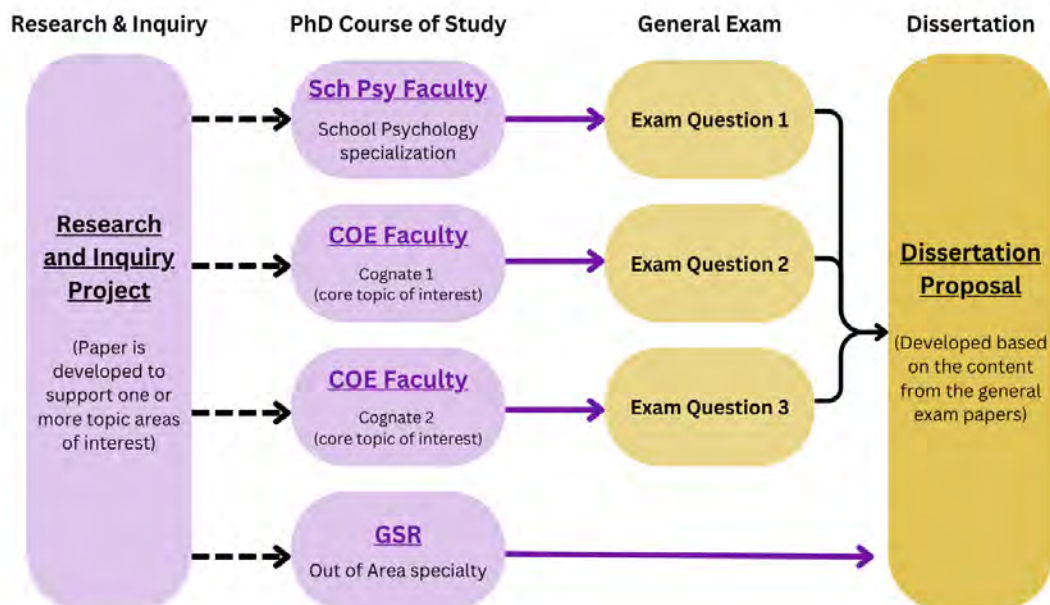


Figure 4. Flowchart mapping out the Ph.D. milestones

The Pre-Doctoral Internship

Eligibility

Only students who are admitted to the doctoral degree in the School Psychology Program, who are in good standing with the Program, who have passed their written and oral general exams, and have successfully proposed their dissertation are eligible to move forward to complete their pre-doctoral internship. **To be clear, the program requires passing (or a scheduled) General Exam by ranking day for APPIC/APA internships (early February) and a successful dissertation proposal before the start of the pre-doctoral APPIC/APA or CDSPP internship (June).** Dissertations may be defended before going on pre-doctoral internship, which is encouraged to maximize training focus during the internship; however, it is not required.

If, given unusual circumstances, students do not meet all dissertation milestones excluding the final defense by the start of the pre-doctoral internship, the student must write a letter to their internship site. In this letter, the student must: state their milestones are not complete; identify a clear timeline for meeting milestones; include signatures from the student, advisor, and Program Director; and include a signature line for the internship site. A final letter with all four signatures must then be returned to the advisor, Program Director, and internship site within the first month of the pre-doctoral internship to remain in good standing with the Program.

Policy

There are two options for completing the pre-doctoral internship requirement. Whichever option is selected, the student must have the internship plan approved by both the Doctoral Internship Coordinator and their advisor.

Option 1 (APA-/APPIC-Accredited Pre-Doctoral Internship)

The student applies to and is “matched” for an internship accredited by APA or APPIC through the National Match Service. Because the number of APA-accredited or APPIC-approved internships in the greater Seattle area is extremely limited, and they have yet to accept doctoral students in school psychology, this option usually requires relocation for one year. This option is recommended for students who seek positions in teaching hospitals, universities, or mental health settings. Deadlines for applications are in the autumn (November). “Match” placements are usually announced at the end of February for a start date between July 1 and August 1. Please consult with the Doctoral Internship Coordinator when preparing an application.

Option 2 (CDSPP Pre-Doctoral Internship)

The student applies for and is accepted to an internship in a school and/or clinical setting in the greater Seattle area. This option is recommended for students who want to supplement their training and experience as a psychologist in school settings with training and experience as a psychologist in non-school settings. The School Psychology Program must approve the internship site and plan (see the following CDSPP Pre-Doctoral Internship Contract & Training Plan), and receive quarterly evaluations (Appendix M). Option 2 internships must meet the guidelines of the Council of Directors of School Psychology Programs (CDSPP) for Program approval. The internship should

consist of an organized sequence of activities that meet current WAC regulations for licensure as a psychologist in Washington state. Licensed psychologists must provide the internship supervision.

The content and goals of the internship must be stated in a written contract signed by the onsite supervisor, the Doctoral Internship Coordinator, and the intern prior to beginning the internship. If in a school setting, the goal of the internship is to practice by extending familiar skills while acquiring new skill sets that address the clinical needs of children and their families. If the intern intends to apply for licensure as a psychologist, the intern should read the current WAC requirements for licensure as a psychologist in Washington and make certain that the school site also meets all the requirements of the Licensing Board for a pre-doctoral internship.

Required Hours for Option 2

- 1,200 hours direct clinical services
Note: 600 of these hours may be related to dissertation research, but *only if the dissertation involves direct delivery of services.*
- 300 hours of independent reading, case conferences, seminars on applied issues, group supervision
- **1,500 hours total minimum over 12 months AND within, but not to exceed, a 24-month period**

Please note the following information about the pre-doctoral program in School Psychology:

The internship requirements listed above are the minimum needed to complete the Ph.D. degree. They do not necessarily lead to gaining licensure as a psychologist, a process that can involve meeting standards that vary from state-to-state (see <https://asppb.net/>). Licensure is required to present oneself as a psychologist to the public, to engage in independent practice as a psychologist, and to supervise psychology trainees. The best way to ensure that you are license-eligible is to apply to an APA-accredited (or APPIC-approved) internship; however, a carefully planned Option 2 (CDSPP) internship with appropriately licensed supervisors and documentation can also lead to psychology licensure in Washington State.

Here is some background information to help you in planning your internship:

1. Academic graduate training and pre-doctoral internship training are separate training experiences in professional psychology and occur at different sites and institutions. Academic graduate training programs are not required to offer pre-doctoral internship programs. The faculty within our academic graduate training program do not offer pre-doctoral internship supervision.
2. The APA accredits academic training programs and internship training programs separately. Often, a doctoral degree student would complete both an APA-accredited academic training program **and** an APA-accredited pre-doctoral internship program. These are seldom in the same city. Just as medical school training and medical internships are completed in different locations, so is doctoral-level internship training in psychology. Advertised academic

(professorial) positions and academic medical centers or children's hospitals frequently require graduation from an APA-accredited training and completion of an APA-approved internship program. Many positions in psychology in hospitals or other agencies require that psychologists be licensed and in some cases be registered health providers through the [National Register website](#).

3. Option 1 (APA-accredited pre-doctoral internship program) is encouraged to ensure that trainees who complete the internship successfully are license-eligible. Option 2 is an alternative for those who cannot move away from the city to complete the internship. There is no guarantee that completion of Option 2 will make a student eligible for licensure. Graduates who have completed the program-approved Option 2 placements have been generally successful in becoming licensed, but this option takes significant organization and planning to ensure that the pre-doctoral intern meets all state requirements. Again, there is no guarantee of licensure with Option 2. Therefore, Option 2 is also appropriate for those who plan to continue to work in schools in leadership roles, which do not typically require psychology licensure. In these positions, a graduate would not provide independent psychological services (i.e., individual, family, group therapy) in any setting.
4. During the licensure application process, all graduates of our Program who apply for licensure must submit their academic graduate program transcripts for review. Graduates who complete APA-accredited internships are required to have their supervisors sign off on all licensure-eligible hours and to submit a certificate of completion for the accredited internship site. Graduates who complete Option 2 must submit the CDSPP internship plan and contract and their license-eligible hours logs must be signed and submitted by the licensed psychologist supervisor designated on the graduate's internship contract for review by the board. The licensing board evaluates whether the internship is comparable to an APA-accredited internship.
5. APA-accredited (and APPIC-approved) internships have an autumn application deadline for the "Match" process for a summer or fall start date the following year. Prospective doctoral interns can learn more about the match process at the [APPIC website](#). The Doctoral Internship Coordinator is the coordinator of pre-doctoral internships and prepares prospective doctoral interns for the match process. If you decide to apply for an APA-accredited (or APPIC-approved) internship, please inform the Doctoral Internship Coordinator at least six months in advance of this deadline to review the file and choose sites where you would like to apply (a good match with your skills and goals). There is a summer course (EDPSY 547) required which prepares the predoctoral intern for all aspects of the application process. It is advised to apply to 11-15 internship sites, which is statistically shown to yield the best odds of "matching." This process is highly competitive. The Doctoral Internship Coordinator will be glad to help complete applications in a timely fashion. Allow at least one month before the deadline for your references to complete the standardized recommendation form.

6. We do not recommend or guarantee a local pre-doctoral internship (Option 2) for students in the Program. Be prepared to use your networks and connections to create a local internship.
7. For those matched with an APA-accredited internship, the Internship Plan consists of a copy of the acceptance letter from the internship program and the student letter of acceptance. For Option 2, an individually tailored Internship Plan must be submitted, reviewed, and approved by the program. These should be submitted to the Doctoral Internship Coordinator via Canvas in the online student evaluation system. The Internship Plan should be submitted to the Doctoral Internship Coordinator prior to the start date of the internship. Only when the plan is reviewed, approved, and signed by the Doctoral Internship Coordinator should you start the internship. The plan, approval form, and evaluations will be kept in your file and shared with the APA site visit team. *A sample Internship Plan for CDSPP internships (Option 2) is on the next page.* In all cases, information regarding the pre-doctoral intern's periodic review and/or experience should be provided to the Doctoral Internship Coordinator.
8. The internship is the culminating experience in the scientist-practitioner training model and thus comes at the end of the training program. All coursework and dissertation research (proposal and dissertation data collected) should be completed before the internship begins. Ideally, the student would also complete at least one draft of the complete dissertation before going on the internship. *At a minimum*, prior to internship, you must have your dissertation proposal approved by your Committee with a clear plan for data collection and analysis during the pre-doctoral internship year, if not already done so. Please see the section of this handbook titled, **"The Doctoral Internship Year: Critical Information You Need to Know"**, for more information on timelines for the degree and retaining your status as a student during the internship year.



CDSPP Pre-Doctoral Internship Contract & Training Plan
University of Washington School Psychology Ph.D. Program



Trainees must complete this form *prior* to official internship start date

Trainees are required to meet with Dr. Beth Holland and/or Dr. Kristen Missall to review your plan to ensure it meets all requirements for a CDSPP pre-doctoral internship. You must have all signatures and approval before you begin your internship, otherwise any hours completed before the signatures and date noted on the form, will not count towards the pre-doctoral internship requirement.

Pre-Doctoral Intern Name:

Date Form Completed:

UW Doctoral Internship Coordinator Information

Elizabeth Holland, PhD, NCSP, LP (License #: WA PY60654496)

Email: holland@uw.edu

CDSPP Internship Information

Primary Internship Site Name & Address:

Secondary Internship Site Name & Address:

CDSPP Internship Supervisor Information

Primary Site Supervisor (include State and License #)

Secondary Site Supervisor (include State and License #)

Additional Site Supervisor (include State and License #)

Additional Site Supervisor (include State and License #)

Pre-doctoral Internship Timeline
Year of Internship Placement (include academic quarters you will be on leave):
Internship Start Date:
Anticipated Internship End Date:
Number of hours to be on-site per week for each site:
Minimum Number of TOTAL hours planned for entire pre-doctoral internship (1,500 hours is the required minimum):
Is your internship paid? If so, what is your salary/stipend/hourly rate?

Pre-Doctoral CDSPP Internship Supervision Agreement

For the following section, check all that apply. Note: These must all be checked in order for the internship opportunity to meet requirements of [WAC 246-924-056](#) (Internship).

Supervision Expectations based on [WAC 246-924-056](#)

- At least **2 hours of regularly scheduled individual supervision per 40 hours of internship experience**
- At least **2 hours of additional learning activities per 40 hours** (e.g., case conferences, seminars, co-therapy, group supervision)
- At least **25% of the internship experience is direct client contact (assessment and intervention)**
- At least **75% of supervision is provided by a licensed psychologist with ≥2 years of post-licensure experience; up to 25% may be provided by other appropriately credentialed professionals involved in supervision and casework**

Telesupervision Requirements

Telesupervision is allowed and there is no “cap” on the amount allowed, and it must comply with [WAC 246-924-051](#) (supervision rules) and related telehealth standards.

Telesupervision must:

- Be **synchronous** (real-time audio/video; not asynchronous)
- Follow **ethical, legal, and confidentiality standards**
- Be consistent with **professional supervision practices**

Programs using telesupervision must ensure:

- Supervisor is **appropriately licensed and qualified**
- Supervision is **directly tied to the intern’s clinical work**
- There are **clear procedures for:**
 - Emergency or crisis situations
 - Immediate consultation needs
 - Confidentiality and data security
- Technology used is **secure and HIPAA-compliant when applicable**

Possible Topics to Be Covered in Supervision

- Discussion of the **services provided by the pre doctoral intern**
- Selection, implementation, and review of **service plans for each case or work unit**
- Discussion of and instruction in the **theoretical concepts underlying practice**
- Discussion of the **management of professional practice**, including administrative and organizational issues
- Ongoing **evaluation of the supervisory process** by both the student and supervisor
- Discussion of the **coordination of services** among professionals involved in specific cases or work units

- Review and discussion of **relevant state laws, regulations, and professional standards**
- Discussion and application of **ethical principles**, including those specific to the student's work
- Review of **standards governing providers of psychological services**
- Discussion of **relevant readings and resources**, including materials related to cases, ethical issues, and the supervisory process

Documents to attach to this contract:

1. CDSPP Training Plan and Goals

Students must create an individualized CDSPP Training Plan and Goals document for their internship experience. You will be provided with an example to support your creation of a plan. (See Appendix A for more details)

All parties have read and understand the agreement outlined in this student's predoctoral internship plan. The signatures below indicate that each party has agreed with the proposed internship plan.

Intern Signature	Date
Primary Site Supervisor Signature	Date
Secondary Site Supervisor Signature	Date
Additional Site Supervisor	Date
Additional Site Supervisor	Date
UW Doctoral Internship Coordinator Signature	Date

APPENDIX A: CDSPP Training Plan and Goals

Below you will find tips and pointers for putting this training plan together, once read please delete and include your training plan here.

- Discuss how the internship is going to gradually *increase* and *build* upon your foundational knowledge and skill set over the course of the training year.
- Outline all the duties you will be expected to do throughout the internship training, clearly indicating where you will be providing services and obtaining training.
- Review brochures from internship sites of interest to you. A good resource is the APPIC website. Once you find a site, look for their program brochure and use that as a model.

APPIC Application Timeline

Students who follow this timeline will receive ample support through the APPIC application process. Should a student follow a shorter timeline, they may not have the opportunity to receive support with essay drafts and other more complex parts of the application process. All students should determine the year that they plan to apply for APPIC and work backward to the first entry on the timeline.

Time Frame	Task
<i>Spring/Summer Quarters</i>	
Spring Quarter and Summer Session A	Register for EDPSY 547 (Seminar in APPIC/CDSPP Internships) in Summer Session A. The course will include preparation for the APPIC application process, including generating appropriate site lists, writing essays, preparing a compelling CV, requesting recommendations, interviewing, and the process of an APA-accredited internship in general.
July and August	Applicants can begin registering for the APPIC Match online via the APPIC website . Register for both the MATCH and APPI websites.
August	Request letters of recommendation from faculty and supervisors (due November 1).
September 15	Last day to submit first drafts of essays, cover letters, and CV for review and edits.
Late September	Applicant meeting to discuss site lists, essays, and concerns.
<i>Autumn Quarter</i>	
September 30	Final date for all revised essays
October 1	Final list of internship programs participating in the Match should be available online
Mid-October	Applicant meeting – discuss site lists, APPI questions, etc. Send the final site list to EDPSY 547 instructor.
Late October	DCT verification of readiness form/letters completed for students proposing dissertations in mid-October
November	Applications due. Review mandatory requirements for participating in an internship, such as medical paperwork, expected attire, and prepare accordingly.
Early December	Applicant meeting – discuss interviews and preparation; schedule mock interview with EDPSY 547 instructor
<i>Winter and Spring Quarters</i>	
Dec. and Jan.	Interviews commence
Early February	Match I ranking; Dissertation Proposal must be approved by Supervisory Committee
Late February	Match I results
Early March	Match II application, interviews, and ranking
Late March	Match II results
<i>Summer</i>	
July, August, September	GO TO INTERNSHIP

The Pre-Doctoral Internship Year

****Critical Information That You Need to Know****

On Leave Status

During your internship year, you must be either registered for dissertation credits or “on-leave” to maintain your affiliation with the University. You must apply for/request on-leave status EVERY quarter that you are not registered. Each quarter that you are on leave, you pay \$25 to hold this status. If you do not follow these steps, you lose your affiliation with the university, lose your financial aid eligibility, and your loans may come due. Also, once you have lost status as a student, you must pay a reinstatement fee of \$250. There is no waiver of this fee as it is a fee to the Graduate School, not the Program. This is a policy of the University of Washington Graduate School; therefore, faculty cannot assist you in appealing this process or waiving the fee – it is non-negotiable.

Student Loans

(Preventing the bill from coming during the internship year)

Students on internship who have loans (from undergraduate or graduate) and register for only two credits or go on-leave during the internship are identified for loan repayment. To prevent this from occurring, you will need to request “leave” by the second week of the quarter. Follow the instructions on the [Guidance \(Student Status\) -- Graduate On-Leave Status page](#) on the Graduate School website.

Internship, Dissertation, and Graduation

Use the start and end date of your internship to help decide when to defend your dissertation and when to submit the dissertation. It is critical that you are aware that *the submission of the final dissertation to the UW Graduate School is directly linked to the end of your internship*. Consider these options:

Option #1: Defend the dissertation before internship

Using this option, you must register for credits the quarter you defend, apply for “on leave” status on the quarters after your defense, AND **hold on the submission of your dissertation until the final few weeks of your internship**. You **MUST NOT** submit your dissertation early. To be compliant with APA, you may only submit the dissertation to the Graduate School when you are near the end of your internship experience (**within the same academic quarter that your internship ends**). That means all APA-accredited internships will start and end in the summer quarter. You do not need to register for credits again after you defend your dissertation, but you must have “on leave” status and have an approved petition to submit your dissertation without registering.

Option #2: Defend the dissertation during internship

With this option, you must register for 2 credits the quarter that you defend the dissertation. If it is autumn or winter quarter, you will need to follow the procedures from Option #1 for subsequent quarters. Note: if you complete the loan deferment process for a previous quarter, you will not be eligible for a deferment again if you go back on leave. Thus, *waiting until spring quarter makes the most sense for those with student loans*.

In this scenario, you are also holding your dissertation and waiting to submit it to the Graduate School until the final few weeks of the internship. You **MUST NOT** submit your dissertation early. To be compliant with APA, you may only submit the dissertation to the Graduate School when you are near the end of your internship experience (**within the same academic quarter that your internship ends**). All APA-accredited internships will start and end in the summer quarter. You do not need to register for credits again after you defend your dissertation, but you must have “on leave” status and have an approved petition to submit your dissertation without registering.

Option #3: Defend the dissertation close to the end of internship or after internship ends

This is similar to any other quarter. Register for two credits, make sure to complete the defense, and submit the dissertation to the Graduate School by the end of the quarter that you defend. If you cannot get the dissertation submitted by the end of the quarter, you can pay the Graduate School a registration fee waiver of \$250 for a 14-day extension. Your degree will be awarded at the end of the following quarter (with the extension).

The Ph.D. on your Official Transcript

Your doctoral degree will have the conferral date of Friday of finals week in the quarter in which it is earned. That is, when the internship hours are complete AND when your dissertation is submitted to the Graduate School. If you defend in summer **or** if your internship ends during the summer, the degree will be awarded at the end of the summer quarter (August). Be clear on this if you have a new job or post-doctoral residency that requires the Ph.D. degree on your transcript. It could be that the job begins in July, and your degree will not be conferred until the end of August. If this is the case, you will need to inform your employer.

Licensure as a Psychologist

The doctoral program is designed to meet the requirements of the APA. If the student seeks licensure as a psychologist, it is the student’s responsibility to make sure that they also meet the WAC requirements for licensure as a psychologist in Washington State. These requirements change from time to time and can be obtained from the Washington State Department of Health. You can learn more on the [“Psychologist” page](#) of their website. It is important to keep syllabi from all graduate courses, as the licensing board may ask for documentation about a course on your transcript.

GENERAL INFORMATION (ALL STUDENTS)

Registration

During the first three years of the Program, all course registration occurs through the Register.UW page, found on your MyUW portal. Students will receive a one-page schedule via their UW email that outlines the courses they will need to register for in the next quarter. If you have any difficulties with registration, please contact the School Psychology Program Coordinator.

Beginning in the fourth year of the Program, if you have any difficulties with registration, please see the ["Courses and Registration" page](#) on the COE website for processes and who to contact. If a course requires a course code to register, instructions for obtaining a course code will be listed at the bottom of the course's registration page.

School Psychology Program Listserv

We have a listserv for the School Psychology Program that we use as an important mode of communication. Please sign up for this listserv as soon as you have your UW NetID. The listserv is a one-way communication tool for faculty and staff, who will use the listserv to update on important matters, including announcements for research positions and other funding opportunities.

To join the listserv, fill out [the enrollment section](#) on the UW Mailman Listserv system. If you want the emails batched to one per day, select "digest." If you do not wish to use your UW email for the listserv, you can choose another email address. If you select a different email address, please make sure you check its inbox often. We are not responsible if you do not have important information distributed through the listserv.

School Psychology Program Organizations and Groups

School Psychology Student Association (SPSA)

The School Psychology Student Association (SPSA) helps to plan activities for students in the Program and to build a sense of community across cohorts. Students are elected to leadership positions in the SPSA for a term of one academic year, and all other students in the Program are considered members of the organization. All students in SPSA leadership positions are current students in the School Psychology Program. Members of the SPSA should determine the best mechanism for voting leaders to the SPSA for the next academic year. SPSA has a UW School Psychology Program faculty representative. SPSA executive leadership includes the following positions: President, Vice President, Communications Officer, Event Coordinators (2); the cohort representative positions are not SPSA officers.

The following outlines the roles and duties of the SPSA positions:

1. **President:** Current second-year student whose responsibilities include:
 - Calling for and presiding over all scheduled meetings for SPSA members

- Serving as the spokesperson for the organization
 - Overseeing general membership and establishing goals for the organization
 - Coordinating annual Executive Board elections
 - Supporting Interview Day logistics and other Program-specific events in communication with Program Director
 - Coordinating student-mentor pairs
 - Serving as a line of contact for incoming students and enrolled cohorts
 - Recommending purchases on behalf of the organization to Program Director
2. **Vice President:** Current second-year student whose responsibilities include:
- Working with President to coordinate annual Executive Board elections, Interview Day logistics, and other events
 - Serving in the absence of the President
 - Serving as Washington State Association of School Psychologists (WSASP) and National Association of School Psychologists (NASP) Student Representative for the Program
 - Sharing communications from WSASP and NASP with students and faculty in the School Psychology Program and as needed via the Program listserv
 - Responding to member questions and concerns about the organization
 - Contacting members about information regarding upcoming meetings, election details, events, etc.
3. **Communications Officer:** Current first-year student whose responsibilities include:
- Contacting the first-year cohort with information about upcoming meetings, election details, events, etc.
 - Serving as a liaison between SPSA and first-year students
 - Keeping meeting notes and sharing with SPSA members
 - Managing communications among all SPSA members
 - Attending to the [University Marketing and Communications Social Media policies and guidelines](#) and monitoring student communication in compliance with this policy in the case of all SPSA social media.
4. **Event Coordinator and Co-Coordinator:** One current second-year student and one first-year student whose responsibilities include:
- Planning and facilitating 1-2 Program-wide social events per quarter (Oct, Jan, April, June)
 - Planning a social event following the New Student School Psychology Orientation for incoming students (same day as Orientation)
 - Planning a social event during the first week of classes to connect first-year mentees and second-year mentors
5. **Cohort Representatives (Years 1, Year 2, Year 3, Year 4+):** Four current students within the UW School Psychology Program whose responsibilities include:
- Communicating needs of their cohort to Program faculty
 - Supporting large event planning including Interview Day

- Attending a portion of School Psychology Program faculty meetings
- Sharing notes from the faculty meeting with cohort members
- Finding a replacement representative for any meetings they are unable to attend
- ***Please note: individual student concerns should not be given to the cohort representative. Only group concerns should be submitted to the cohort representative for sharing at the faculty meeting. Individual student concerns should be reserved for a meeting between a student, their advisor, and the Program Director. Course concerns should always be directed first to the course instructor and then to the Program Director.***
- ***Cohort Representatives are the cohort-faculty liaison. The Representative's role is to first gather information about student needs, and second to consult with the Program Director and report needs at Program faculty meetings to determine action. When Representatives want to act on behalf of the cohort, they should first consult with the Program Director.***

School Psychology Program Equity Caucus

The Equity Caucus (EC) serves to improve the Program through conversations on topics related to equity, diversity, and inclusion. Through early engagement with these concepts, it is our hope that all graduate students will become active participants in their own development and practice advocating for equitable environments in both professional and personal practices.

[These playbooks](#) provide structured resources for use as a guide for engagement in proactive conversations about our roles as activists. As education and psychology professions are centered around social justice, enhancing equity must be a part of every conversation. Additionally, we aim to assist future professionals in psychological and educational settings in building understanding, awareness, and capacity to advocate for marginalized youth and families in all contexts of this work. We are committed to engaging in and elevating these competencies that will benefit every youth and family we will support throughout our career.

Student engagement with the Equity Caucus is voluntary. The Caucus has several support roles for those who would like to be involved in running the programming:

- EC Leader
- EC Facilitators(s) & Organizers

Professional Organizations

All students are encouraged to join professional organizations, including the [Washington State Association of School Psychologists \(WSASP\)](#) and the [National Association of School Psychologists \(NASP\)](#). In addition to WSASP and NASP, Ph.D. degree students are encouraged to become members of [Division 16 of the American Psychological Association](#).

General Expectations for Student Conduct

Annually, every student will review and complete an Attestation of Expectations for Conduct document (Appendix A).

Read All of the Handbooks

All students are expected to read all handbooks developed for the School Psychology Program, including the School Psychology Clinic Handbook and Student Internship Handbook. All students will be held to the standards outlined in each. At no time shall information obtained verbally supersede the information provided in the handbooks. If information changes, the Program Director will formally announce the new information and update the online version of the handbook to reflect the change.

Class Attendance

As part of participating in a professional training program, we expect that students will attend class. If a student misses 20% or more of scheduled sessions in any given class, their quarterly evaluation in "Time Management" will be rated as "1" (Does Not Meet Expectations) and a Performance Improvement Plan will be implemented. A course grade may also be affected by chronic absence as it impacts access to learning material, and ultimately, competence, in the content area.

Classroom Engagement

As part of participating in a professional training program, we expect that students will engage actively in class. Specifically, students are expected to use technology only for learning purposes during class time, and that no other work should be completed during class time. If a student is off-task, unprepared, distracted, or disorganized in any given class, their quarterly evaluation in "Time Management" will be rated as "1" (Does Not Meet Expectations) and a Performance Improvement Plan will be implemented.

Maintain Hours in Time2Track

If any student falls 30 days behind in logging practicum or internship hours, their rating on the "Time Management" category of the quarterly student evaluation system will be affected. Notify the Internship Coordinator, practicum instructor, or field study coordinator and your advisor in advance of the 30-day threshold if there is a reasonable excuse (e.g., health issue or disability) that is prohibiting you from meeting this expectation.

Follow the UW Social Media Policy

The [University Marketing and Communications policy on social media](#) can be found in the UW Brand website. Carefully read and follow the UW social media policy. This policy is grounded in legal and ethical guidelines of the University and health professions. Violations of this policy are considered serious and will affect your ratings on the "Ethical Responsibility" domain of the quarterly student evaluation system and your academic standing in the Program.

Follow the UW AI Policy

The [UW's policy on generative AI use guidelines](#) can be found on the UW IT site. Read and follow the UW IA guidelines. The University supports the responsible use of generative AI (GenAI) when helpful to further its mission, the preservation, advancement, and dissemination of knowledge. Violations of this policy are considered serious and will affect your ratings on the "Ethical Responsibility" domain of the quarterly student evaluation system and your academic standing in the Program.

Printing Class Materials

The Program printer in BTB is limited to faculty, TA, and staff use for printing materials for courses as well as Clinic and Program operations. Faculty and TAs will have class materials printed and ready for your use before class begins. Contact your instructor or TA directly to inquire about printing, and they may communicate print jobs to the Program Coordinator on your behalf. Students should not log into the computer at the BTB Front Desk to process their printing; furthermore, Student Assistants cannot print personal or course materials for peers.

Students can print remotely to a large number of campus printers for a small fee using the Dawg Prints program. The closest Dawg Print locations relative to BTB are next door at the Ethnic Cultural Center, Wallace Hall, Fishery Sciences, and Gould Hall. All locations along with the procedures for printing and scanning can be found on [their website](#).

Conflict Resolution Support in a Cohort Model

The cohort graduate training model of the UW School Psychology Program is a model for working in complex social dynamics as a school psychology professional. As members of a helping profession, we work with others, rely on strong communication skills, and inevitably encounter interpersonal conflict among colleagues, parents, staff, and students. Working with others means learning to work through differences and manage conflict to find peaceful and respectful solutions – this process is *conflict resolution*.

In most professional instances, the goal of conflict resolution is to preserve the relationship with the individual. Learning to develop and use conflict resolution skills competently is a critical professional skill. Thus, as school psychologists, we must develop effective technical skills to do the work that our job requires that produces kind, respectful, and effective communication and maximizes interpersonal skills to manage all the relationships (with adults and children).

Program expectations for conflict resolution in a cohort model:

Go to the source and ask for help. The first step for professional resolution is to talk with the person with whom you feel conflict. Below you will find recommendations for approaching conflict resolution.

- Approach the person directly.
- Remain calm and avoid blame.
- Be authentic and vulnerable.
- Aim for empathetic understanding.
- Communicate with respect.

- Contemplate your own biases and perspectives.
- Listen to what the other person has to say.
- Be open to collaborating on an outcome.
- If you are feeling emotionally activated, wait until you are calm to communicate (i.e., if you write the email response, let time pass before you send it).

Engage with conflict resolution with appropriate timeliness. Give yourself time to process the situation and then act as quickly as you are able.

Follow Program structures for resolving conflict. Use the recommendations listed here to address conflicts. There are effective and ineffective ways to communicate during a conflict. Please avoid letting your concerns worsen by keeping them to yourself. Support is always available to you. Discussing conflict with other cohort members may or may not be effective in resolving conflict. Please avoid the strategy of “speaking on behalf of your cohort” to the faculty when you do not have a whole group consensus.

Conflict Resolution or Discussing Concerns with a Faculty Member

Graduate school – like any workplace – has inherent power dynamics. We all work to navigate power dynamics. Learning effective ways to express yourself and ask for what you need while managing conflicts with power dynamics is an essential skill to learn and practice.

If the source of conflict is a faculty member, approach them directly. These situations can feel delicate and vulnerable; therefore, your advisor is always available to you for support if you first want to rehearse what you want to say or how to say it. Your advisor is your first point of contact in the Program. If your advisor is the person with whom you are experiencing conflict, please contact the Program Director. You can expect your advisor or the Director to listen to your concerns and to help you create a professional plan for addressing your concerns. There are many opportunities to provide feedback, and action about your specific concern is most likely to meet your needs if you act in proximity to the event. You might also consider if your concerns are best addressed through direct and immediate conversation and/or through other channels available for feedback.

The Program faculty collects student feedback throughout the year. Faculty take office hours and appointments, many collect mid-quarter evaluations, and all collect end-of-quarter course evaluations. Course evaluations are returned to faculty after grades are posted for course revision and improvement. Course evaluation ratings are reviewed by the Program Director. The Program conducts quarterly evaluations of students at the end of every quarter. Similarly, the Program surveys doctoral alumni annually.

Student Evaluation, Feedback, and Status

Performance and Satisfactory Progress

For a student to be considered as making satisfactory progress, all the following conditions must be met:

1. The student must earn a 3.0 grade in all courses. A course grade of 2.7 or higher is accepted by the Graduate School as passing for graduation purposes (3.0 cumulative GPA is required by the Graduate School for graduation), but it is not “satisfactory” for the Program. Moreover, in cases where a specific grade is required by the Program, the Program expectations supersede the Graduate School. Course grades below 3.0 (and 3.2 in assessment and practicum courses; see below) will be reflected in quarterly evaluation ratings and will result in a Performance Improvement Plan.
2. The student must demonstrate a minimum standard of clinical competence by receiving no less than a 3.2 grade in each assessment and counseling practicum course. This standard must also be met before an internship can be approved and initiated.
3. An instructor may determine that a student has earned an Incomplete course grade (I-grade) if the student has not done satisfactory work up to within three weeks of the last day of the quarter and if circumstances prevent the student from completing the remaining work for the course by the end of the quarter. An I-grade must be cleared in the subsequent quarter, except in the case of prerequisite courses in which incomplete grades must be cleared before coursework can continue. Specifically, a student may not register for a subsequent quarter with an “I” grade in a prerequisite course and/or a practicum course (i.e., EDPSY 572, 507, 540, 544, 564, 546). An I-grade is permanent on the transcript as a record of inadequate progress. This is a UW policy. When a grade point is earned and assigned, it will appear next to the I-grade on the student transcript. I-grades will be reflected in quarterly evaluation ratings and may result in a Performance Improvement Plan.
4. The student must demonstrate competence in the interpersonal skills necessary to communicate effectively with colleagues, faculty, school personnel, parents, and school-age children. This is assessed primarily through communication with faculty, and with peers, and reflected in quarterly evaluations.
5. Satisfactory quarterly evaluation ratings (2 or higher) in all categories (see below).

Quarterly Student Evaluation System

All students in the Program complete self-evaluations and are evaluated every quarter by the faculty. The ratings are based on faculty discussion and consensus. See Appendix B for a copy of the ratings rubric. The ratings include Exceeds Expectations, Meets Expectations, Approaching Expectations, and Does Not Meet Expectations. All students are expected to receive a “3 - Meets Expectations” rating. A rating that “4 - Exceeds Expectations” is unusual and reserved for exceptional performance beyond average. When a student earns a rating of “2 - Approaching Expectations,”

there may have been one or two situations that needed to be addressed during the quarter but were not problematic enough to warrant further intervention. A 2-rating will result in a discussion with the advisor. A student who earns a rating of “1 - Does Not Meet Expectations,” is required to follow up with their advisor on the behavior or issue of concern. The student, advisor, and Program Director will collaboratively develop a plan for improvement (Performance Improvement Plan) that will be overseen by the Program Director. The student will be under review for an academic status change.

Academic Status Change

The quarterly student evaluation system is a mechanism for faculty to provide students with feedback on their academic performance and professional behavior. If significant concerns arise about a student’s professional behavior or academic performance through the quarterly evaluation process, the student will be informed through the student evaluation system. Any rating of 1 will result in a required meeting with the advisor, and the Program Director will develop a Performance Improvement Plan with objectives and expectations in each area of unsatisfactory performance.

The development of a Performance Improvement Plan also requires reporting of student progress per the UW Graduate School Policy [3.7 on Academic Performance and Progress](#). Per Policy 3.7.3, a student on a Performance Improvement Plan will simultaneously be on “Academic Alert” with the UW Graduate School (and College of Education) for one quarter. If progress remains unsatisfactory, as documented by the Performance Improvement Plan, the student will move to “Final Academic Alert” for one quarter. If progress remains unsatisfactory for an additional quarter, as documented by the Performance Improvement Plan, the student will move to “Final Academic Alert” for one quarter, the faculty must submit a recommendation to the Graduate School to Dismiss the student from the School Psychology Program. All stages of academic status change will be documented by the School Psychology Program and College of Education.

Students may appeal these recommendations with the Director of the School Psychology Program. Unsuccessful appeals beyond the program must follow the process outlined in the [UW Graduate School Policy 3.8, Academic Grievance Procedure](#).

On-Leave Status

Students may submit an online [Request for On-Leave Status](#) through MyGrad. For any given quarter, students may submit the request as early as two weeks prior to the beginning of the quarter and no later than the last day of instruction for the quarter. Students must also submit the \$25 on-leave fee by the last day of the quarter. Leave is granted on a quarterly basis, with very limited exceptions. Students must reapply for leave every quarter they seek on-leave status.

Students should note that if they already registered for the quarter, they must officially withdraw before the first day of the quarter (at 225 Schmitz or on [MyUW](#)) to be eligible to go on leave. Students cannot go on leave for the quarter if they have already registered and the quarter has already begun; however, students who have been registered for even one day of a quarter are

deemed to have status for the quarter and will be eligible to register for classes or apply for on-leave for the following quarter (e.g., spring enables registration for summer or autumn).

While on leave, students are permitted to use the UW Library and may retain use of their UW email accounts. Students are not entitled to other services at the UW. Specific to the School Psychology Program, students on leave are to interact only with their assigned advisor. Students with on-leave status may not email UW faculty, cohorts, or listservs with Program-related questions or concerns; all communication should be directed to the advisor only.

Grievance Procedures

With noted exceptions (see below), graduate students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints as described below.

Informal Conciliation

Students are encouraged, but not required, to first attempt to resolve a grievance with the faculty or staff member(s) most directly concerned. Students who wish to attempt this informal conciliation must initiate this process within three months of the complaint by requesting one of the following persons to conciliate the grievance: School Psychology Program Director, Area Chair, or appropriate College Dean. If discussion with the faculty or staff member(s) concerned (facilitated by the Program Director, Area Chair, or College Dean) does not resolve the grievance, students may request the Graduate School to assist in an informal resolution. In such a case, the Dean of the Graduate School shall designate an Associate Dean as the informal conciliator for the Graduate School. The Associate Dean may either facilitate conciliation directly or involve the Ombudsman. If the Associate Dean attempts informal conciliation directly, they may not be involved in a subsequent formal complaint.

Formal Complaint

Students who are dissatisfied with the informal conciliation may file a formal complaint with the Dean of the Graduate School within ten days of the conclusion of the attempted informal process. The grievance will be referred to the Academic Grievance Committee, and a hearing process will be initiated. Complete information can be found on the [Graduate School's website](#).

Exceptions

Distinct procedures exist for the following types of grievances:

- *Grades or academic evaluation:* According to the University of Washington Handbook (Volume IV, Section 2), students who believe an instructor erred in the assignment of the grade, shall first “discuss the matter with the instructor before the end of the following academic quarter.” If not satisfied with the instructor’s response, students have ten days to file a written appeal. Specific procedures and timelines for grade appeals may be found in the [UW Policy Directory](#).
- *Discriminatory behavior by a University employee:* Students who believe they have been discriminated against on the basis of race, religion, color, creed, national origin, sex, sexual

orientation, age, marital status, disability, or status as a disabled veteran should refer to [Executive Order No. 81](#) in the UW Policy Directory.

- *Misconduct by other students*: Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the *Student Governance and Policies section* of the University Handbook. The [Office of Community Standards and Student Conduct](#) administers the Student Conduct Code.

A complete description of the College of Education's procedures for resolving grievances may be found on the [College's website](#).

Faculty Evaluations

At the completion of most courses, students are asked to evaluate the course. Faculty or Teaching Assistants (TAs) may distribute physical evaluation forms during a class, which are completed anonymously; evaluations may also be distributed digitally to your UW email. This process provides students with the opportunity to give anonymous feedback to the faculty regarding the course content and style of teaching. The more specific and actionable your feedback, the more likely it is to be incorporated in future classes. Faculty receive course evaluations after grades are posted. Many faculty also conduct mid-quarter evaluations in courses. Faculty also have regular peer-reviews of their teaching, and COE Administration monitors all evaluations.

Program Evaluations

Doctoral graduates and alumni receive a survey at the end of each academic year (Appendix N) and are asked to anonymously evaluate the Program on various domains that align with the Program's goals and objectives. All current students evaluate the Program continuously. Ed.S/Ph.D. students with an APA number (second year and beyond) and faculty receive an annual involvement survey (Appendix O). All survey information is analyzed annually to help identify programmatic strengths and needs.

BROOKLYN TRAIL BUILDING OPERATIONS AND PROCEDURES

This section has been designed to ensure the highest standards of professional practice in the conduct of students in the Brooklyn Trail Building (BTB) and in the community. The purpose of the School Psychology Clinic (SPC) is to provide on-site facilities where faculty can supervise graduate students in practica courses in counseling, assessment, consultation, and other interventions. This section describes standard policies of the SPC, which considers ethical, legal, and other professional issues that influence psychologists.

Test Materials and Resources

Assessment Library Policies

The School Psychology Program has an extensive Assessment Library filled with test materials and accessories. As such, the Program has developed a system for online equipment tracking and checkout. This system allows every student and faculty member to access the test inventory using the shared Program digital account on a personal electronic device. Items that are single-use (i.e. protocols) are documented in the binder near the door; items that are reused (i.e. kits) often have a scannable QR code and 8-character ID (GoCode) that are used to check the item out of or into the Assessment Library. You may download the [free GoCodes app](#) onto your personal device if you choose; a shared tablet is also provided.

Below are the usage rules that apply to all students and faculty in the Program:

- All items MUST be scanned in/out BEFORE leaving the Assessment Library. This applies to materials that will be used in the Clinic ("If you touch it, scan it").
- Check the kit for all parts *before* you check it out. A complete checklist of what to expect in a kit is provided in a white binder in the Assessment Library and the front desk of BTB. Do NOT separate parts from test kits and put them in other kits.
- When returning a kit, please check in with the Program Coordinator or Student Assistants and review the kit checklist together. If neither are available, please leave the kit on the floor in the Assessment Library to be checked by staff at the next available opportunity.
- When you check out a kit, you are responsible for its condition and all of its parts.
- A general guideline for a checkout period is 7 days.
- These items are shared by many. If staff contact you and request that the item is returned, please check in the kit no later than 3 days after the original request.
- Students on internships require special permission from their supervising instructor to access materials in the Assessment Library. All requests should be directed to the Internship Coordinator and/or Program Coordinator.

- Full-time school psychology faculty and Teaching Assistants may check out materials for educational (teaching) purposes—not for personal or other professional use. Faculty members and TAs must participate in the same check-out process as students.
- Items checked out from the Assessment Library must be returned by the end of the academic quarter. If needed beyond the quarter for research or other educational purposes, please send a message in writing to the Program Coordinator for record-keeping.

If these policies are not observed, the following will be enforced:

1. If a part is missing from a test kit or damaged after being checked back in to the Assessment Library, **the last individual to check out the kit will be financially responsible for replacing these item(s).** We will always try our best to purchase a replacement part, rather than a full test kit, to reduce cost. Any student receiving a bill for the replacement part will have three months to reimburse the Program for the purchase. A list of prices for items in test kits are included in the Test Kit Checklists in the white binders (prices updated 05/2026).
2. If a student takes any material out of the Clinic without following the appropriate check-out procedure, they lose the privilege of taking any materials from the Assessment Library for **one** quarter. All use of materials will have to occur within the Clinic during that period.
3. If some of the material from one test kit is found in another one checked out by a student, the student will lose the privilege of checking out more than one test at a time. This consequence will be effective for **one** quarter.
4. Under all circumstances where a policy is enforced, the student's quarterly evaluation will be impacted as well. The rating on the Ethical Responsibility domain will be scored as a "1 – Does Not Meet Expectations."

GoCodes Instructions

The Assessment Library's kits and other reusable materials are documented in a searchable database, housed by the company GoCodes. You may view the complete list of materials available in the Assessment Library or search for specific items at any time using the shared Program account. To login to either the website or the mobile app, enter the following:

username: SPstuden@uw.edu

password: UWSPdawgs

Then, you should be able to see the complete searchable inventory listed as a table. Each item has a serial number, the Program's contact information in case the item is left off-site, and a designation of "checked in" or "checked out." You will see each item listed by acronym first and the full title thereafter (example: "KTEA-3 (Kaufman Test of Individual Achievement, 3rd Edition)).

To search for an item by category, the following categories are used to group the materials:

Category	Description	Examples
Cognitive	Intelligence measures	KABC-II NU, WISC-V
Academic	Academic Achievement measures (broadband and narrowband included)	KTEA-3, WIAT-4
Behavioral	Behavior Rating scales (broad and narrow band)	BASC-4, Conners 4, ADHD rating scales
Socio-emotional	Narrow band measures that address depression, anxiety, self-esteem, anger	CDI-2, RCMAS, Beck, ChIA
Neuropsych	Broad neuropsych measures and specific categories such as executive functioning, memory, autism, visual motor	NEPSY-II, D-KEFS, WMS-V, Bender
Personality	Broad-band personality measures and projective measures	MMPI, MACI, PIC-2, Roberts-2, H-T-P, DAP:Sped, TEMAS
Interventions	A large collection of books and manuals to assist you in providing tiered interventions to students	Coping Cat, BIMAS

Checking Out Protocols

Protocols are single-use items and cannot be tracked with a GoCode. Instead, students, faculty, and TAs that need to use single-use items are asked to track protocols manually using the black binder in the Assessment Library. To “check out” a protocol, note the following in a row on the page: your name, the protocol’s exact name (example: WISC-V Record Form), the quantity taken, the supervising instructor for this item’s use, and the purpose for the check-out. If there are extra protocols left after use, please return all unused protocols to the labeled container near the binder. This detailed record-keeping allows staff to carefully track current inventory for Program use (classes and Clinic).

Protocols for test kits are stored in gray metal filing cabinets in the Assessment Library. Protocols that are available for use are stored in drawers with purple labels on the outside; protocols that are stored as extra inventory are stored in drawers with gold labels on the outside. Students should *not* access extra protocols unless instructed by faculty or staff. Inside of each drawer, you will find protocols sorted in rough alphabetical order and labeled in a colorful filing drawer tab. If you cannot locate a specific protocol or do not have inventory for what you need, please check in with the Program Coordinator or your supervising faculty member.

Checking Out Reusable Equipment (i.e. GoCode)

If you would like to borrow a reusable item, such as a manual or kit, you will use the item’s GoCode. You may use the camera on a personal electronic device or the iPad stored in the Assessment Library. To begin, open the camera and scan the QR code on your item. Then, check that the login is

set to the shared student account. Finally, enter your name and click “check out.” To return an item, repeat this process and select “check in” when you are finished. You may also check with the Program Coordinator.

Time2Track (T2T)

The School Psychology Program has arranged an institutional account with [Time2Track \(T2T\)](#) to enable paperless hour tracking, approval, and record for supervision hours. In winter quarter of the first year, each student will receive an email from the Program Coordinator, including login directions and a personal authorization key. The authorization key links your work to our institution's account. Once the student has created an account, they will be able to select their appropriate Program Level, create Placements to categorize types of work in the Program, and log hours for supervisors to review.

Each year, students will need to renew their authorization key on T2T. When nearing the expiration date for an authorization key, students should email the Program Coordinator to ask for a new authorization key. The cost for authorization keys is included as part of the Program's materials and you should not pay to renew your annual T2T subscription. It is important to not input the new authorization key until the old one expires to maximize your account's use. Authorization keys are personalized to EACH student – do not share your key with others.

Before logging hours, it's important to select the Program level that corresponds to your current degree program. Ed.S. degree students should log hours at the “Masters” Program level; Ph.D. degree students should log hours at the “Doctoral” level during fourth- and fifth-year coursework and change to “Pre-Doctoral Intern” once they begin their internship. During the transition between the Ed.S. and Ph.D. degrees, doctoral degree students should log onto T2T and change the Program level for their hours logged as part of second-year field study and practicum classes, as well as their third-year pre-certification internship; first-year field study is optional. When transitioning hours, the third-year pre-certification internship hours should have the course changed to “EDUC 750 Internship - Doctoral Practicum.”

In order to log activities, you must first create a “Placement level” in your T2T. This is where you program broad categories for your hours and pair them with the appropriate class, supervisor, and academic term. When you log work in a new term or for a new class, it's important to create or update your placements to reflect accurate information. Additionally, your selected “level” within your Placements will change several times throughout the Program:

- Hours logged during first- and second-year field study and practicum courses will be set at the **Masters** Placement level
- Hours logged during pre-certification internship in third year will be set at **Internship** Placement level.
- Hours logged during fourth- and fifth-year field study and practicum courses will be set at the **Doctoral** Placement level.

- Hours logged during the pre-doctoral internship in sixth year will be set at **Pre-Doctoral Intern** Placement level.

If you need assistance with using T2T, you are welcome to contact the Program Coordinator directly and/or access the extensive help article database on the T2T website.

Supervision Policy

For your safety, students are not permitted to conduct assessment or counseling sessions in the Clinic without a faculty member in BTB. Under pre-approved circumstances, a practicum student may work with a faculty member to be “on call” if for some reason the supervisor cannot be in the building. *Pre-approval is necessary.*

Dress Code Policy

When you are in the Clinic working with clients, or working with clients virtually, please dress in “business casual” attire (Figure 5). This would include professional top and bottoms. Please avoid wearing lounge/casual clothes (e.g., blue jeans, sweatshirts/pants, athleisure, leggings, t-shirts) and open footwear when engaging in clinic or school-based practicum experiences.

To be continuously mindful of client allergy and sensory needs, we ask that you avoid wearing distracting jewelry and strong fragrance in these spaces. If you have any questions about this, please ask your course instructor or TA for more specific information.



Figure 5. A visual collage showing examples of Program-/Clinic-approved clothing

Space Usage, Reservations, Equipment

Doors with a keypad in BTB must remain closed at all times – this includes the two doors to the Clinic and the Assessment Library. Additionally, the VALT door must remain closed due to the sensitive nature of materials with HIPAA-protected information in this space.

Room Reservations

All usage of BTB rooms must be approved, documented, and entered into the online reservation system. No use of the Brooklyn Trail Building is allowed by outside organizations or students or arranged outside of the procedure shown below.

How to Reserve Space

- Confirm room availability with the Program Coordinator or Student Assistant(s). When requesting a room, please specify the following: date, time needed, name, and type of use.
- Requests will be entered into the Meeting Room Booking System.
- If you have a cancellation, please notify the Program Coordinator or Student Assistant and the changes will be made in the electronic calendar.
- Students/Trainees are **required** to have a faculty member **physically** in the clinic during the time of your session. **THERE ARE NO EXCEPTIONS.** Otherwise, your hours will not be approved and will not count toward licensure or APPIC. Please note that this action is considered a violation of the APA Ethics Code. These arrangements are to be made directly between the trainee and supervisor.

Reservation Restrictions

- From September through June, Wednesday evenings from 4:30 - 6:30 PM are reserved for students in EDPSY 565 Advanced Practicum.
- Winter and spring quarters: Monday evenings from 4:30 - 6:30 PM are reserved for the EDPSY 544/546 second-year Counseling Practicum course. Special arrangements or requests for Monday evenings from January through June need to be made directly with the supervising faculty.
- Winter quarter: Tuesday and Thursday mornings from 9:00 AM - 12:30 PM are reserved for the EDPSY 564 assessment practicum.

Appointment Schedules and Procedures for Counseling and Testing Sessions

It is your responsibility to request a room for use through the proper check-out procedure. It is also your responsibility to be in the SPC with enough time to set up your equipment, testing, and/or therapy materials before your client arrives.

Because of the large number of clients seen at specific times of the day, scheduling space can be difficult. Please check with the Program Coordinator or Student Assistant(s) **BEFORE** scheduling appointments to make sure there is space available at that time.

Session recording

All nine observation rooms in the SPC are equipped with fixed video recording equipment. Portable video recording equipment is also available for check out in the Assessment Library. You must have training in the operation of the video equipment before using it.

Observation

Please remain quiet when moving through the Clinic space. The door latches to the outside doors are loud, so please be respectful of noise level. Converse in subdued voices, always behind closed or Clinic doors.

Telephone

The main line for the Clinic is 206-543-4970. This is the number that students may provide to clients, as well as their families, school officials, and their medical professionals. Calls to clients and their on routine matters (such as making or changing appointment times) are the responsibility of the assigned student clinician, unless otherwise arranged by the supervisor of the respective practicum course. Telephones in the SPC are to be used exclusively for SPC-related calls.

Furniture

Do not move furniture (tables/chairs) from any room. To comply with the University Fire Prevention Regulations, we have been instructed to keep the corridors free from furniture.

Housekeeping

Everyone using the School Psychology Clinic facilities shares the responsibility of keeping them clean. University custodial services only empty waste receptacles in the hallways and vacuum occasionally. Please discard all your trash; wipe up your spills; replace rearranged furniture; return file materials, test equipment, books, etc. to their assigned place in the Assessment Library.

After-Hours Clinic Usage

The School Psychology Clinic is open and available to all of our students **Monday – Friday from 8 AM – 8 PM**. Secure doors must be closed at all times. If a student requires after-hours access, they should contact their supervising faculty member, the Program Coordinator, and/or Program Director.

BTB Student Room (BTB 127)

BTB 127 is a space set aside for students. There are several appliances available for students to use in this room, including a fridge, freezer, coffee makers, and a microwave. Students are not allowed to use the main kitchen in BTB, unless they have prior permission from the Program Coordinator or Program Director.

Additionally, student mailboxes are located in BTB 127. Students are responsible for checking their mailbox regularly and clearing out unneeded paperwork or other materials.

RESOURCES FOR STUDENTS

Support for Student Travel and Poster Printing

The School Psychology Program provides some support for students to present research projects at conferences, pending available funds. We encourage students to submit proposals at state and national conferences. Ph.D. degree students are offered a higher level of support since research is a required element of the course of study and training in the Program (R&I, Dissertation). Funding assistance from the Program may only be offered once per fiscal year (July – June). In order to qualify for funding support, the student must be the first author on the presentation. We offer two levels of financial support, pending available funds:

- Ed.S. degree students are eligible to receive up to \$500
- Ph.D. degree students are eligible to receive up to \$1000

Students and faculty are welcome to purchase their own travel arrangements, or they may use the University's travel booking service, Tangerine Travel. This service includes some discounts on lodging and travel and 24/7 travel support from a dedicated group that serves University users. If you would like to use this service, please contact the Program Coordinator.

Conditions for Funding

1. Preauthorization is required – first from the advisor and second from the Program Coordinator. Students will not receive funds if the request is not preauthorized (meaning prior to the travel/presentation). Preauthorization is a required element of COE policy.
2. The student must be the first author of the poster or paper presentation.
 - a. The student should be the primary individual responsible for the proposal submission and creating the presentation content (approved by the faculty advisor).
 - b. COE and Program templates for posters and presentations should be used. To access these templates, register for the COE Team in Canva or download the templates from the COE website. The Program has a specific poster template that already includes our Program seal and other brand elements.
3. All expenses incurred during travel (except for food) must be documented via receipt or other evidence of payment showing that a charge was incurred. Documentation is listed in the next section.
4. In order to qualify for reimbursement, purchases cannot be made using points or other reward systems. If a purchase is partly covered using points, only the portion paid on a credit card can be reimbursed.
5. COE Fiscal generally recommends purchasing travel and lodging directly from the company, rather than through third-party sources. Third-party companies (i.e. Expedia, Booking.com) do not provide itemized receipts for expenses, and all receipts for lodging and travel must show a breakdown of base fare along with separate taxes and fees.

6. All receipts MUST only reflect the student's name (no other person), including lodging.
 - a. If sharing a room with other students who are requesting reimbursement, separate receipts are required showing that the final charges were split equally.
 - b. Do NOT exchange money between students directly and seek reimbursement on behalf of someone else. This will be denied as UW fiscal policy cannot accept proof of payment in this way.
 - c. Screenshot images will not be accepted; documentation should be submitted as PDFs in nearly all instances.
 - d. Receipts must include your name and your form of payment for reimbursement.
7. If you choose to spend extra time in the conference location before or after the event, costs incurred during that personal time cannot be reimbursed and expenses extending into this time will be prorated, per COE fiscal policy.
8. When possible, try to keep lodging costs under the [lodging per diem rate](#) established by US GSA. If lodging exceeds this rate, additional documentation will be required. In many instances, conferences may post information about reduced rates on their websites.
9. Students must submit receipts to the Program Coordinator for reimbursement within two weeks after the conference ends. After 30 days have passed, the Program will not reimburse student travel. Timely submission of documentation is required.

Documents Needed for Travel Reimbursement (all as PDFs):

1. The name, dates, and location of the conference.
2. An email or letter with your name indicating that your poster was accepted for presentation as well as details of what you are presenting.
3. Copy of the conference brochure or schedule of events showing your name, abstract or presentation title, and a link to the website where this information can be verified.
4. Receipt for conference registration, including a line about proof of payment.
5. If you are submitting travel costs for reimbursement (such as flight or train), you will need to submit a receipt (not itinerary) with the following information:
 - a. Dates and times that travel took place
 - b. Locations of airports or train terminals for departing and returning travel
 - c. Your name
 - d. Proof that payment was processed (example: "VISA ending in x1234 was charged")
 - e. Note: some additional fees are reimbursable and should be listed on the receipt, such as baggage fees (eligible for two bags) and in-flight internet, and some are not reimbursable such as an upgrade in seating choice or priority boarding

6. If you are submitting travel costs related to ground transportation, additional documentation is required:
 - a. Driving directly to the conference location:
 - i. A completed copy of the 2026 COE Mileage Reimbursement Form (provided by the Program Coordinator)
 - ii. A printout of Google Maps showing the route traveled, starting and ending destinations, and total mileage incurred. Mileage is calculated starting from Miller Hall and ending at the conference destination.
 - iii. If you will need a rental car, please contact the Program Coordinator for guidance and to learn about fiscal policies for reimbursement.
 - b. Using rideshare (i.e. Uber, Lyft) at the conference location:
 - i. PDF receipt showing your name, starting and drop-off location, proof of payment, time and date of travel, and a visual map of the route taken
 - ii. Note: costs related to upgrades such as Priority Pickup, reduced wait time, or upgraded car from the standard fare are not reimbursable
 - c. If using public transit, submit a receipt or a snippet of a bank statement showing individual travel events (such as a train from the airport to the hotel).
7. If you are submitting lodging expenses reimbursement, you must submit a receipt with the following:
 - a. the dates/length of stay
 - b. Location name
 - c. Official branding of the lodging company (such as a hotel, AirBnb, or VRBO)
 - d. Your name
 - e. Evidence that payment was processed (example: VISA ending in x1234 charged)

Poster Printing for Conferences

The School Psychology Program will provide funding for poster printing for students presenting at conferences, given available funds. You must use the Program's poster template, found on the COE website or provided by the Program Coordinator.

PDF files of the poster must be emailed to the Program Coordinator with a minimum of **one week** ahead of the date that the poster is needed. The Program Coordinator will submit the order to UW Creative Communications on your behalf. The turnaround time for from print to delivery often takes two to three business days but may be longer. All posters will be printed in color on matte paper. Upon delivery of posters to Brooklyn Trail Building, the Program Coordinator will notify students via email that their poster is ready for pick-up. There are limited poster tubes available for check-out if needed. If a poster is ready for printing after the one-week window, posters can be printed at a different facility; a receipt for printing may be submitted along with travel costs upon return (note: if the reimbursement limit has already been met by other expenses, then poster printing costs cannot be reimbursed).

UCar Request and Usage Policy

In support of practicum students without private and reliable means of transportation, the School Psychology Program will cover the cost for using the University of Washington UCar service, given available funds. This service is offered to assist students who need the support to attend practicum sites in schools. Students must have a valid United States driver's license to operate a UCar vehicle. Students are limited to a maximum of six trips per quarter. To use this service, students must:

- Complete the online University of Washington Fleet Services safety training, available at UW Facilities' page for [Driver Safety & Awareness Training](#).
- At the end of successfully completing this training, the student must sign and return the certificate of completion to the Program Coordinator.
- Send a request for a UCar via email to the Program Coordinator at least 1-2 weeks in advance of when the vehicle is needed. Program approval is needed before any reservations can be initiated. Please include the following in your request:
 - o Date vehicle is needed:
 - o Pick-up time of reservation:
 - o Return time of reservation:
 - o Destination name:
 - o Destination address:
- All approvals and reservation details will be provided to the student by the Program Coordinator via email. Do not assume that the request is approved until you receive confirmation.

Recruitment and Retention of Underrepresented Students

The University of Washington School Psychology Program seeks a diverse student body, including members of underrepresented and minoritized groups. For information on college faculty with research interests in cultural diversity, inclusion, and education, see the [COE's Research Areas page](#).

The COE is committed to cultivating an inclusive and diverse environment within our faculty, staff, and student body. We embrace the values of a diverse learning community and have a long-standing commitment to increasing the diversity of our students, staff, and faculty.

Office of Student Diversity and Inclusion (OSDI)

- Phone: 206-543-1821
- Office: 206E Miller
- Email: osdi@uw.edu

With a focus on diversity and social justice, the COE's OSDI is committed to equity and access for all students.

1. Increasing the enrollment of students from historically underrepresented groups.
2. Increasing the retention and graduation rates of students from historically underrepresented minority groups.
3. Fostering an excellent and equitable educational and social learning environment that provides a welcoming and supportive climate for all College of Education students, faculty, and staff.
4. Engaging, building, and maintaining the College of Education in meaningful relationships across the UW campuses and in our local, regional, and national communities.

Office of Graduate Student Equity and Excellence (GSEE) Resources Page:

The [Office of Graduate Student Equity & Excellence \(GSEE\)](#) has been housed in the UW Graduate School since 1970. They take pride in focusing on graduate students of color across all disciplines and campuses. They state that their goals are to foster, expand, and strengthen equitable and sustainable environments and practices that promote success in educating a diverse graduate student body. While GSEE's events and programming are geared toward graduate students of color, they are open to all University of Washington graduate students, faculty and staff, especially those interested in supporting and increasing a racially diverse graduate student population. Students can visit their website or stop by their office (Suite 034, Communications Building).

Office of Minority Affairs and Diversity (OMAD)

The [Office of Minority Affairs and Diversity \(OMAD\)](#), guided by the core principle of educational equity, works to ensure a welcoming climate in which all students will realize their full potential. OMAD provides several outreach activities and academic support services available to UW students. The mission of OMAD includes the following areas of focus: (a) providing comprehensive academic support, (b) ensuring academic and personal growth, (c) building community, (d) providing leadership on diversity, and (e) offering educational programs.

Financial Assistance

Limited financial assistance is available. Procedures for identifying potential sources of funding and subsequent applications are described on the next few pages.

The [COE provides financial support](#) for a limited number of its graduate students, mostly through teaching and research assistantships. Because opportunities in the College vary every year, your success in securing financial aid will depend a great deal on the time and effort you are willing to invest. Therefore, we provide you with a few guidelines:

1. **Plan ahead.** Begin investigating sources of financial aid as early as possible and apply early. Don't wait for your admission notice to start investigating and applying for financial aid. Most outside funding requires applying one year before the funding is needed.
2. **File a free application for Federal Student Aid (FAFSA)** with the College Scholarship

Service annually to establish eligibility for the next academic year. It is a basic requirement for many other sources of financial support. A new application is required for each year that you seek assistance. For further information, contact the [Office of Student Financial Aid](#), 105 Schmitz, (206) 543-6101 or email: osfa@uw.edu. You may also file a [FAFSA](#) electronically. In order to be considered for need-based scholarships, students must submit the [Free Application for Federal Student Aid \(FAFSA\)](#) and have it on file in the UW Office of Student Financial Aid by the scholarship application deadline (*typically early March – please check the web link above for updates*). Eligibility regarding need-based financial aid is determined by the FAFSA. *International students:* You should obtain the form directly from the university's Office of Student Financial Aid and return it to them. If you have a Social Security number, you may submit a FAFSA form by mailing it to the office listed in the instructions. If you do not have a Social Security number, you can have the form evaluated by the UW Office of Student Financial Aid. This needs to be done as soon as possible.

3. **Workshops** are provided by the Office of Student Financial Aid and are commonly scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For more information, call (206) 543-6101 or visit 105 Schmitz.
4. **Work Study Positions** are provided by the Office of Student Financial Aid and are commonly scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For more information, email the Work Study Office directly at workstudy@uw.edu.
5. [Graduate Funding Information Service](#) (Allen Library Research Commons) has information on merit-based funding. Visit their website or schedule a 30-minute individual information session to learn more (gfi@uw.edu).
6. **A few web possibilities:** external websites can gather funding opportunities in central locations, including sites like Finaid.org and Fastweb.com.
7. General application requirements include a goal statement, resume, two letters of recommendation, unofficial transcripts, and a FAFSA on file. **Apply to as many funding sources as possible.** If you are offered more assistance than you need, you do not have to accept every offer. Keep copies of all the materials you submit as they may be needed again. Re-apply every year that you're in graduate school.

College of Education Scholarships

The COE, through its Faculty Council, [distributes a number of scholarships](#) annually. Most of these scholarships are possible through the generous gifts of alums and other supporters of the COE. Only current and incoming COE students are eligible for COE scholarships. Some scholarships have additional, specific criteria based on the intent of the donor(s). These criteria are listed below.

1. Academic history shows merit: strong academic record, consistency with goal statement, academic awards, or honors.

2. Goals related to education: clear, thoughtful goals, consistent with choices and current experience.
3. Life experience: linked broadly to education or learning; clear relationship between experience and goals; non-academic awards and experience, service and volunteer work; experience with diverse groups or cultures; obstacles overcome.
4. Potential to contribute to the field of education: collegiality, enthusiasm, professional involvement, leadership, diverse talents or background.

Available COE scholarships, information about student travel funding, and more can be found on the COE's [Funding, Aid, and Scholarships](#) page.

UW Campus and Online Funding Resources

The UW's Grants and Funding Information Service (GFIS) has a [website highlighting funding opportunities](#). You can use the search functions to identify specific types of funding.

School Psychology Doctoral Research Fund

The School Psychology Program established the School Psychology Doctoral Research Fund to "help defray costs associated with the completion of especially worthy doctoral student dissertations." Doctoral Research Fund applications will be reviewed by core faculty and discussed at monthly faculty meetings. Applications must be received by the March faculty meeting, and applications will not be reviewed for the academic year until after the March faculty meeting. Applicants will be notified within one week of the faculty meeting about the outcome. Each student may receive funds only once. All awards must be spent/reimbursed by June 1 of the academic year in which the funds are awarded; there can be no exceptions given budgeting restrictions.

Eligible applicants are doctoral students in the School Psychology Program who have completed their Dissertation Proposal and submitted their signed Dissertation Proposal form to the COE.

Allowable Costs

It is the intent of the Research Fund to help with unusual dissertation costs. Examples of unusual costs include:

- Mailing costs associated with an extensive survey;
- Professional transcription* of extensive interviews;
- Short-term licensing of software that's not otherwise available at the UW for student use;
- Leasing or purchasing unusual equipment that is not otherwise available at the UW for student check-out and use;
- Purchase of tests and/or test protocols not available at the UW; or
- Gift cards offered as incentive for interview or focus group participation.
- *Please note that these funds may not be used for the direct purchase of food or drink, or for salary or personnel.*

(*There is value and opportunity in transcribing at least some of one's own interviews, in that it creates deep familiarity with the data)

Amount of Award

A School Psychology doctoral student may request one award of any amount up to \$1,000 for their dissertation research. Students are asked to request support only for activities or items that cannot be adequately supported through other means.

Application

Prior to applying, students must discuss the funding opportunities and requirements with their advisor. Students must submit:

- a cover letter with a brief summary of their dissertation study (no more than 1 page),
- an itemized budget (i.e., item, cost, source) with a plan for payment for each item (i.e., reimbursement with receipt, direct purchase by School Psychology Program), and
- a budget justification (e.g., justification for how each expense will support dissertation research).

All applications must be received by March of the academic year, and all funds must be spent by June 1 of the academic year. There will be no exceptions to these timelines and no carry forward of funds after June 1 because of budgeting restrictions.

Review Criteria

Applications will be reviewed and awarded based on the apparent merit of the dissertation research, the strength of the dissertation advisor's support, and the justification of expenses for which support is requested. When evaluating the justification for expenses, the School Psychology faculty will consider the importance of supported activities and items to the completion of the dissertation research, the degree to which those expenses can be considered beyond those usually incurred by students during their dissertation research, and the possibility that support for those activities might be more appropriately obtained elsewhere.

Reporting Obligation

This award is intended for use in one academic year. There will be no carry forward of funds past June 1 of the award year. All awarded funds MUST BE spent by June 1 of the academic year. For any reimbursed costs, which MUST be requested by June 1, paperwork and receipts must be submitted at one time to the Program Coordinator for processing. Paperwork should include the approved budget and an accurate summary of any items purchased, cost, and PDF copies of receipts. Requests for reimbursement after June 1 of the award year cannot be accepted due to fiscal processing restrictions.

Teaching & Research Assistantships

Research and Teaching Assistantships are available in the COE and other departments across campus. The [COE offers teaching, research, and staff assistantship positions](#) to approximately 30 graduate students each academic year. These positions involve a wide range of activities. Primary consideration is usually given to doctoral students with a strong background of successful teaching, research, and/or administrative experience. If you believe you meet the minimum requirements, you may apply for any assistantship position that is posted. To be eligible for funded opportunities, all positions require that students must be admitted by the Graduate School, be enrolled for at least 10 credits per quarter of coursework toward an advanced degree and maintain a high level of scholarship each quarter in which you hold an assistantship. Additional requirements are stated in individual postings. If you are interested in working on funded research projects, contact faculty whose research interests most closely match your own.

Appointments are made on a quarterly or annual basis and may be available for renewal. As positions become available, job descriptions will be posted. Job descriptions are posted for a minimum of seven days; links to specific job descriptions and criteria are posted. If you are interested in applying, please follow the "How to Apply" instructions at the bottom of the posted position description. If no instructions are provided, please contact the person or office that listed the position.

Teaching Assistantships

The School Psychology Program has several teaching assistant positions. Since the TA positions serve the first- and second-year students in the Program, these positions are only available to advanced doctoral students. The position announcements are usually posted in April of each academic year. To apply, the student must provide a recent vita and cover letter indicating which TA position is most suitable for their experiences and interests. An application is submitted to the School Psychology Program Director. Decisions are made by the Program faculty before the final faculty meeting of the year.

Reader/Grader Positions

All available reader/grader and TA positions are posted to the [COE listserv](#). Hiring begins quarterly, starting in late August.

Research Opportunities

The University of Washington is a major research university. There are many opportunities to become involved in volunteer and paid research experiences. Students should meet with their advisor to discuss how they might go about obtaining research experience. Faculty within the School Psychology Program conduct research in a variety of settings. Doctoral degree students should begin working on faculty projects early in their training.

Resources for International Students

The COE assists international students through its [Office of Student Diversity and Inclusion \(OSDI\)](#). Students should feel free to stop by the OSDI office (206E Miller Hall) if they have any questions or simply want to visit. Office hours will be posted on the bulletin board outside of the office. Students may contact OSDI by telephone at 206-543-1821. OSDI presents a COE International Student Orientation every September, and all international students are encouraged to attend.

International Student Services (ISS)

[International Student Services](#) assists international students, scholars, and faculty in meeting United States Immigration and Naturalization Service regulations dealing with such matters as maintaining lawful status, extensions of stay, transfers of schools/programs, and working authorizations. ISS also provides a formal orientation to the campus and community for new international students and visiting faculty; advice and counsel for educational, financial, and personal problems; and dissemination of important and timely information through newsletters and workshops. ISS is also extremely helpful in helping students in the School Psychology Program navigate the process of gaining the CPT (Curricular Practical Training) approval for the pre-certification or the pre-doctoral internship year. The ISS Office is located at 459 Schmitz Hall and can be contacted via phone at 206-221-7857 or on their website.

First-Year Requirements and Recommendations

Apply for F-1 Visa

- As an international student, you must apply for an F-1 Visa (unless you are a Canadian citizen) and request for an I-20 (all students). More [information for new students](#) is on the ISS website.
- Follow the [guidelines for visas](#) on the ISS website.
- Note: You must have your I-20 or DS-2019 with you for your visa interview.

Apply for I-20

After paying your enrollment confirmation deposit, request your I-20 or DS-2019 via your [graduate application](#). Everyone needs an I-20, including Canadian citizens. Then, I-20 requires an annual signature; you must complete this in every year of the Program. The [International Applicants page](#) provides a step-by-step guide on how to proceed with your I-20. Your signed I-20 will be the most important document during your time at the UW. Make sure you have all the documents (i.e., Homeland Security SEVIS receipt, I-20, proof of acceptance) printed out and ready for the first time you enter the U.S. with the new student visa. Thereafter, make sure you sign your I-20 every year and have the form with you every time you leave the U.S.

Health Insurance

As an international student, you may sign up for the [International Student Health Insurance Plan \(ISHIP\)](#) with LifeWise Assurance. Familiarize yourself with the benefits booklet and how to find a doctor [here](#). You have two options: pay by quarter or once for the full year (September to August).

You might consider the full-year coverage if you plan to stay in the United States for the summer. This decision can be made when you apply for your courses.

If you plan on arriving before the starting date of your health insurance, make sure you consider purchasing short-term health insurance with another company if you don't have it - LifeWise Assurance will not provide this service. You might search for "short-term travel insurance coverage" or "GAP insurance coverage" if you want it. When you search for international student health insurance, they assume you are looking for long-term health insurance plans. The most common provider networks are UnitedHealthcare (UHC) and First Health, so whichever insurance you decide to purchase, make sure you are familiar with their in-network facilities and claiming procedures.

Short-term Travel Insurance Ideas:

- [IMGlobal](#) - Travel Medical Insurance
- [ISO Student Health Insurance](#) - Voyager
- [International Student Insurance \(ISI\)](#) - Travel Medical Insurance

Bank Accounts

Opening a new bank account in a foreign country can be daunting. If your home country bank exists in the U.S., you might open a U.S. bank account through them to begin, and this will make wire transfers between your accounts more accessible. In the U.S., non-residents can open checking and savings accounts in larger banking facilities (e.g., Chase, Bank of America, Citibank). Some of these banks only require your passport, whereas others may require you to have proof of address (i.e., utility bill with your address) and a minimum deposit. Call the branch ahead of time to make sure you have the necessary documents.

Credit card applications are a little more difficult. Most banks require a SSN or ITIN number, but Citibank and Bank of America have select cards you can get without a SSN or ITIN number. Without a SSN, you cannot get a credit score for any credit card.

Social Security Number (SSN) and Individual Taxpayer Identification Number (ITIN)

If you have university employment (e.g., TA job, reader/grader job), then you are eligible to apply for the SSN. The process takes a month or two to prepare and submit, so keep that in mind when you're in the process. Learn more about the SSN process [here](#). If you do not plan to work but receive scholarships, stipends, or any other non-employment income which is **taxable**, then learn more about ITIN [here](#).

Housing

- **On-campus:** UW offers some options for [graduate student housing](#), and international students can apply. You will need to apply and will have a room selection appointment time.
- **Off-campus:** It might be challenging to rent housing from an apartment or a private landlord if you do not have employment, income, or credit score. A guide for off-campus housing can be found on the [UW International & English Language Programs website](#).

- Some housing websites might be helpful:
 - o [Zillow](#)
 - o [Trulia](#)
 - o [Padmapper](#)
 - o [Apartments.com](#)
 - o Social media (i.e. Facebook) groups

Second-Year Requirements and Recommendations

Seattle Public Schools Volunteer Application

Toward the middle of autumn quarter in the second year of the Program, students will fill out a Seattle Public Schools Volunteer Application and go through a background check and a fingerprinting process. International students can be exempt from running a background check because the visa is equivalent to a background check to enter the U.S. Email volunteer@seattleschools.org with the heading "International Student Background Check" and present the case that you have heard having a visa (F-1) exempts you from running a background check. They should then respond and ask for a digital copy of your passport and visa.

Apply for Internship

At the end of autumn quarter and at the beginning of winter quarter of your second year, you will start to apply for third-year pre-certification internships. Your status as an F-1 international student should not affect which districts offer you an internship. However, be mindful that only certain districts (e.g., Bellevue, Federal Way) can sponsor employees (H1-B Visa). If you would like to stay in the U.S. working at a school district and you are relying on work visa sponsorship, it may be helpful to consider completing an internship at a school district that is able to hire you later.

To be able to complete a third-year internship, you must have *CPT (curricular practical training)* work authorization. CPT is employment that is an integral part of your major curriculum and allows you to participate in an internship, practicum, or cooperative education program. **Apply for CPT as soon as second year ends.**

Third-Year Requirements and Recommendations

To be able to complete a third-year internship, you must have CPT (curricular practical training) work authorization. CPT is employment that is an integral part of your major curriculum and allows you to participate in an internship, practicum, or cooperative education program.

Apply for CPT

To apply for CPT, apply to [UW ISS](#). The processing time is at least two to three weeks. It is recommended that you apply for CPT as soon as the second year is over, so that you receive CPT authorization in time for the start of your internship. The guidelines for CPT may change – check the guidelines on ISS's [CPT page](#) for the most current information about applying for CPT.

- *Note:* Your Program advisor (i.e. Missall and Pilger Suhr) will have to complete an advisor section on the application. Please see [this example document](#) that you could use to send to your advisor. Go to "Apply for CPT" and fill out the form, and your advisor will receive

another email from ISS to fill out the application. The information you provide your advisor will help them know what to put into each question box. and your advisor will receive another email from ISS to fill out the application. The information you provide your advisor will help them know what to put into each question box.

- A full-time internship is approximately 9 months long and over 20 hours a week, so you'll most likely apply for full-time CPT. If you are applying for a Ph.D. degree, a 9-month-long full-time CPT authorization should not impact your doctoral CPT since you will be obtaining a new I-20 (with a new degree).
- **IMPORTANT:** Once you receive your new I-20 with CPT work authorization, take note of the end date. **CPT cannot extend beyond graduation, so for instance if 06/11/2026 is graduation day, then you CANNOT work beyond that date. This means that your internship will most likely end before the interning school year ends. Be sure to communicate this with your internship supervisor and your school district supervisor.**

If you are hoping to have UW sponsor you for one more year after graduating with an Ed.S. degree, then applying for Post-Completion OPT is your best bet.

Apply for Post Completion OPT (Optional Practical Training)

To apply for Post-Completion OPT, you must FIRST submit an application to the International Student Services. The processing time takes approximately one month. Then you must apply to the USCIS (U.S. Citizenship and Immigration Services). The processing time takes between three to five months. **Apply for Post-Completion OPT as early as possible (around March of your internship year). You DO NOT need employment yet to apply so because of the processing times, it's best to apply as soon as you can so that you can start working in a school district by the end of August/early September.** Follow ISS' guidelines [here](#).

The School Psychology Program is eligible for OPT-Stem. The Program's CIP code is 30.1701 Behavioral Sciences.

Fourth-Year Requirements and Recommendations

Once you have completed your Ed.S. degree and you are ready to transition into your Ph.D. degree program, you will contact ISS for a new I-20 due to change of level. It is recommended that you submit your request for a change of level as soon as you complete your third-year internship.

Fifth- and Sixth-Year Requirements and Recommendations

The University offers an international student tuition waiver for graduate students. School Psychology doctoral students are eligible to apply for this waiver during their fifth or sixth year while they complete their pre-doctoral internship. During the pre-doctoral internship year, students apply for "on leave" status with the Graduate School; however, this is not an option for international students. As a result, we suggest that all international students in the Program [apply for this waiver](#) for the year of their pre-doctoral internship. Note: We have had several students receive this award during their pre-doctoral internship year; please ask your advisor for a letter of support.

Sixth year is your pre-doctoral internship year. During this year, you will apply to CPT to ensure you are eligible to work legally in the US. You only need to apply full-time CPT for the full internship year rather than quarterly. You will need to be cautious when negotiating your start and end dates with your internship site; you do not want your full-time CPT to be 365 days, which will impact your OPT after graduation.

SPEAK Test for International TAs

The SPEAK Test given by the UW Testing Center Office of Educational Assessment is for students who have applied for the UW Graduate School only. The test is FREE for the first attempt. Pre-registration is required.

ENGL 105: ESL for International Teaching Assistants

This class is designed to prepare international teaching assistants for speaking and teaching skills related to lecturing, classroom management, and teacher-student interaction. SPEAK Test is REQUIRED. To obtain an add code for registration, please email aep@uw.edu.

Other Campus Resources

Office of Superintendent of Public Instruction (OSPI)

The [Office of Superintendent of Public Instruction \(OSPI\)](#) is the primary agency charged with overseeing K-12 education in Washington State. You can download and search for information related to the Washington K-12 curricula and standards.

U.S. Department of Education

The official website of the [U.S. Department of Education](#) features current U.S. educational policies and lists demographic data about K-12 student population and staff distribution.

Campus Bookstores

The University Bookstore is an independent bookstore serving the University of Washington. In addition to textbooks, the University Bookstore carries general books, gifts, supplies, and UW gear. The main store is located at 4326 University Way (43rd St. and University Ave.); two smaller satellite stores are in the Odegaard Library and in the South Campus Center (Health Sciences complex). Students may visit the [University Bookstore website](#) for more information, including purchasing textbooks.

Computing Resources

There are a number of computing resources available on the University campus. Below are the most common spaces available to students:

Odegaard Learning Commons

This general access lab offers a variety of hardware and software, including laser printing. The lab is located in the Odegaard Library. Students should see [their website](#) for hours of operation and a list of resources.

Center For Social Science Computation and Research (CSSCR)

Students should familiarize themselves with this upper campus computing center. It is located in Savery Hall (SAV 110), and its main purpose is to help students in the social sciences use computers in their research. The Center has many terminals and printers connected to mainframes as well as microcomputer teaching classrooms. The Center offers basic courses free of charge in computing (e.g., SPSS X, MS Windows, etc.). Consultants are available to assist you. Students should see [their website](#) for more specific information and for hours of operation.

Access Technology Center

The [Access Technology Center \(ATC\)](#) provides resources to improve access to computing resources for UW students, faculty, and staff. The computers, software and special equipment in the lab provide technology that is accessible to users who are blind, have low vision, have certain physical limitations, or for any other reason need computing resources available to them in alternative formats. The ATC is located inside Mary Gates Hall, suite 064. Students should see the ATC website for more information on directions, services offered, and more.

Other Departmental Campus Labs

Several departmental labs on campus are open for general student use. Students should search the [UW Information Technology website](#) for specific locations and hours.

Counseling Center

The [UW Counseling Center](#) offers career, academic skills, and personal counseling to currently enrolled UW students. It provides career testing and interpretation workshops, as well as academic skills workshops on a variety of topics including stress management, test anxiety, and time management. Personal and couple counseling issues are also addressed through individual or group therapy, which is provided by professional staff who possess either Doctoral or Educational Specialist degrees. For further information regarding services, students should visit the center at 401 Schmitz Hall or call 206-543-1240.

SafeCampus

You are not alone. Call [SafeCampus](#) — no matter where you work or study — to anonymously discuss safety and well-being concerns for yourself or others. Contact via phone at 206-685-7233. With SafeCampus, you have support. They will listen to your concerns, provide guidance and safety plans tailored to your situation, talk you through options, and connect you with additional resources if you want them. For more information, email, call, or visit their website. SafeCampus provides in-person [training](#) to staff, faculty, and students to support violence prevention and response at UW.

Disability Resources for Students

The [Disability Resources for Students Office \(DRS\)](#) coordinates academic accommodations for enrolled students with documented disabilities. Accommodations are determined on a case-by-case basis and may include classroom relocation, sign language interpreters, recorded course materials, note taking, and priority registration. DRS also provides needs assessment, mediation, referrals, and advocacy as necessary and appropriate. Requests for accommodations or services must be

arranged in advance and require documentation of the disability, verifying the need for the accommodation or service.

Technical and adaptive equipment is available through both DRS and Computing & Communications. Information about adaptive technology computer software and equipment and their locations on campus may be obtained from DRS. A new [map for the Seattle Campus](#) includes searchable options and filters for accessibility access. The DRS website also includes helpful information for students and faculty, especially with developing academic skills. Additional information is available from the DRS website visiting the physical office at 011 Mary Gates Hall, calling 206-543-8924 (voice and relay), or emailing at uwdrs@uw.edu.

Health Center

The [Husky Health Center \(HHC\)](#) is a member of the UW Physicians Primary Care Network and is a preferred provider for many health insurance plans. As an outpatient clinic, HHC offers care to UW students, faculty, staff, and the public. Highly trained and experienced professionals provide services, and all care is confidential. Physicians and nurse practitioners hold clinical faculty appointments at the UW School of Medicine and are board certified. Some of the services provided by the HHC include: primary care, women's health, pediatric health, mental health, sports medicine, pre-travel counseling and immunizations, and physical therapy. HHC is open Monday through Friday; the HHC, pharmacy, and laboratory have different hours of operation. Students should call 206-597-5242 or visit the website for more information.

Human Subjects Division

The University of Washington requires that all research undertaken by faculty, students, or staff involving human participants must be reviewed and approved by the UW Human Subjects Division (HSD) *prior to* contacting potential study participants or beginning secondary data analysis. Depending on the risk to participants, this review will be completed either by the College human subjects review committee or by committees within the [UW Human Subjects Division \(HSD\)](#). This may include class projects.

Libraries

UW maintains several libraries around the Seattle campus. The main libraries on the Seattle Campus are the Suzallo and Allen Libraries and the Odegaard Undergraduate Library. In addition, many satellite libraries spread throughout the campus. For more information about the libraries, and information about how to set up a library account, students should visit the [Libraries website](#). UW Libraries also maintain a subject-specific [page for education-related topics](#).

Transportation Services

[Transportation Services](#) provides parking and vehicle services to the UW community and its visitors and is responsible for the construction, maintenance, and operation of parking facilities on the UW Seattle campus. A range of parking options are available to faculty, staff, students, departments, visitors, and guests, including daily and annual parking passes. Transportation Services is the

gateway for students' transportation needs, including maps and directions to various campus locations, special events parking, and alternative transportation options like U-PASS.

Recreational Sports

The Department of Recreational Sports Programs includes the Intramural Activities Building (IMA), the Waterfront Activities Center, the Golf Range, the Intramural Sports program, Club Sports, and the Sports and Fitness Instruction Program. Most activities are open to registered matriculated UW students who pay the Services and Activities fees, upon presentation of their current Husky ID Card. Other fees may apply for certain activities. Students should visit the Recreational Sports website for further information: <http://depts.washington.edu/ima/index.php>.

University and College Policies

Students are encouraged to carefully read the UW's Graduate Degree Policies. For clarification of policies within the COE, students can consult with the Office Student and Academic Services in 206 Miller.

Grading and Graduate Credit

Most courses in the Program are graded because graduation from the university requires a minimum cumulative GPA of 3.0. Grades are assigned along a continuum in increments of 0.1, ranging from 0.0 to 4.0. To receive graduate credit, a grade of at least 2.7 is required; however, this Graduate School expectation is often superseded by Program rules. If courses are also offered for credit/no credit, 80% of the material must be mastered to receive course credit or other criteria set by the instructor must be met.

Graduate credit is given for courses numbered 500 and above. Some courses at the 400 level may be used toward advanced degree requirements if approved by the Program; these courses are graduate courses that are also open to advanced undergraduates. No credit is given for undergraduate study (300 and below), study that is remedial, or study that is designed to remove deficiencies in meeting requirements for Program admission.

Course Waivers

Given the cohort design of the UW School Psychology Program and the linear, sequenced, required classes taught specifically from a school psychology perspective, students are expected to complete all the courses in the Ed.S. degree sequence as designed. Under the circumstances that a student may have already taken a graduate level class that aligns almost identically to one of the courses offered in the sequence, they may wish to see if that course could be waived.

Waiving classes is the exception, not the rule, and requires multiple steps to obtain such a waiver. To waive a class, the student needs to obtain permission from their advisor and then proceed to discuss the potential waiver with the instructor of the course and the Assistant Dean of Graduate Studies to gain approval for the waiver. The waiver process cannot be initiated until completion of one quarter of registration. Students who receive course waivers are still responsible for the content of the course or courses being waived. In addition, the credits for the waived course are not

transferable and will not count toward Graduate School minimum credits for the degree; therefore, another course will have to be taken “in residence” to fulfill the requirement. The [COE's Petition Form](#) can be found under the “General Forms” section of the Graduate Student Forms page.

APPENDICES

Appendix A: Attestation of Student Expectations for Conduct

Appendix B: Quarterly Student Evaluation

Appendix C: Second-Year Field Study Quarterly Student Evaluation

Appendix D: School Psychology Second-Year Practicum Evaluation Form

Appendix E: e-Portfolio Evaluation Form

Appendix F: Third-Year School Psychology Pre-Certification Internship Quarterly Evaluation

Appendix G: UW SP Program Profession-Wide Competencies (Ph.D. Degree Program)

Appendix H: Advanced Practicum Evaluation Form

Appendix I: Research and Inquiry Evaluation

Appendix J: General Exam Evaluation

Appendix K: Dissertation Proposal Evaluation

Appendix L: Dissertation Defense Evaluation

Appendix M: Pre-doctoral Internship Evaluation

Appendix N: School Psychology Program Annual Alumni Survey

Appendix O: APA Annual Report of Student/Faculty Involvement

Appendix A: Attestation of Student Expectations for Conduct

This document serves as an agreement between the UW School Psychology Program and its students regarding expectations for student conduct. Please read this list carefully, initial all sections, and sign at the bottom. If you have questions about these expectations, please refer to the most recent version of the Program Handbook.

By initialing each item below, I, _____, agree to honor the following student expectations while I am enrolled in the School Psychology Program. I will initial at each line below to attest that I:

_____ Will read all handbooks developed for the School Psychology Program, including the SP Clinic Handbook and Student Internship Handbook.

Class Attendance

_____ Will attend every scheduled class and field study session in person and will notify instructor/supervisor in advance of any unavoidable absence.

_____ Will not miss more than 20% of scheduled classes/sessions, and, if I do, I will expect and participate fully in implementation of a Performance Improvement Plan.

_____ Will agree to register for classes prior to the start of each term or to discuss my situation with my advisor if a delay in registration is anticipated.

Class Conduct

_____ Will be fully present for class and ready to participate in planned class activities. When classes/activities are held via Zoom, I will have my camera on, look forward to the camera, complete work only for the immediate task (not other coursework or personal activities), and engage actively in listening and speaking.

_____ Will not complete work for other courses or complete personal activities during class time.

_____ Will engage in respectful, professional in-person and online discourse with peers, faculty, advisers, UW staff, and field study/internship mentors and staff.

_____ Will prepare all needed course materials ahead of time and be ready to participate prior to the start of class, including printed materials.

_____ Will prepare materials for Clinic sessions and activities well ahead to be adequately prepared for my work with the client.

_____ Will print my own materials or ask for faculty/TA permission to print on the Program printer prior to the start of class.

_____ Will anticipate a Performance Improvement Plan if my academic conduct does not meet Program expectations during a course and on Quarterly Evaluation ratings.

Time2Track (T2T)

- _____ Will report all hours honestly and accurately on T2T.
- _____ Will maintain and report all practicum and internship hours on T2T no later than 30 days after an event is completed.
- _____ Will provide written notice to either the UW Internship Coordinator, practicum instructor, or field study coordinator AND my advisor if unable to log hours on T2T prior to the 30-day threshold.

Professionalism and Ethics

- _____ Will wear business-casual attire when engaging in Clinic sessions or representing the Program at off-site professional events (i.e., field study, conferences).
- _____ Will agree to honor my stated title as a UW representative (e.g., "UW School Psychology Intern," "UW Field Study Student," "UW Pre-Doctoral Intern") and accurately represent professional expertise in written, digital (including email signatures) and oral communications, and on all social media accounts, posts, and interactions.
- _____ Will participate fully, respectfully, and authentically in events involving conflict resolution and will be proactive in finding a solution if conflict arises with a peer in the Program, Program staff and faculty, and/or University staff and faculty.
- _____ Will use Program materials (e.g., Assessment Library test kits and protocols, Q-Global score reporting, Program computers) solely for assigned academic purposes and according to assignment expectations (e.g. not using Q-Global to score a protocol that is expected to be handscored).
- _____ Will check out all materials prior to use from the Assessment Library.
- _____ Will not make copies of copyrighted materials, such as test kit protocols or book chapters.
- _____ Will promptly report all damaged or missing materials from the Assessment Library materials to Program staff.

Will protect others' sensitive personal data (e.g., peers' email addresses, client name/birthdate, information in a client's session) by:

- _____ using approved FERPA- and HIPAA-compliant software for communications.
- _____ speaking about these topics only in secure, private Clinic spaces.
- _____ de-identifying all written records for external distribution.
- _____ Will anticipate a Performance Improvement Plan if my professional and/or ethical conduct does not meet Program expectations during a course and on Quarterly Evaluation ratings.

Generative Artificial Intelligence (GenAI)

Policy Compliance

- _____ Will abide by the expectations outlined in [UW's GenAI policy](#).
- _____ Will not input sensitive or private information or data that falls under FERPA or HIPAA compliance (e.g., client information, assessment or counseling data) into GenAI systems.

Academic Integrity and Transparency

- _____ Will produce original work for classes without the use of GenAI and independently author Program assignments, reports, or projects.
- _____ Will consult Program faculty and internship/field study supervisors on GenAI guidelines and acceptable uses with other organization's data prior to use.
- _____ Will disclose the use of GenAI when required by faculty, supervisors, or organizational policy, and will not misrepresent AI-assisted work as entirely independent when disclosure is required.

Accuracy, Bias, and Professional Judgement

- _____ Will critically review all GenAI output for accuracy, bias, and appropriateness prior to use.
- _____ Will use GenAI to support, not substitute for, independent critical thinking, clinical judgment, and the development of professional skills and competencies.
- _____ Will view GenAI as a tool that may not replace decisions or written expectations from Program faculty and staff.

Client Welfare and Ethical Responsibility

- _____ Will not use GenAI in any way that could compromise client confidentiality, autonomy, or well-being, and understands that professional and ethical obligations to clients supersede the convenience of AI tools.
- _____ Will not use GenAI to make or inform decisions on behalf of clients or organizations without explicit approval from supervisors, and will consider whether such use requires client or organizational consent.
- _____ Will understand that use of GenAI does not diminish personal responsibility for the accuracy, appropriateness, and ethical soundness of any work product submitted or used in practice.
- _____ Will anticipate a Performance Improvement Plan if my use of GenAI does not meet Program expectations during a course and on Quarterly Evaluation ratings.

Appendix B: Quarterly Student Evaluation Rubric

CRITERIA	RATINGS			
	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Does Not Meet Expectations (1 point)
Written Communication Demonstrates effective written communication skills and writes in an organized, clear manner.	• Able to integrate and synthesize information from multiples sources to convey the essence of a topic across media types (i.e. email, coursework, client reports, and others) • Able to compare and contrast opposing nuanced perspectives • Able to share and provide feedback to others regarding written communication	• Conveys information in a clear, organized manner across media types (e.g. email, coursework, client reports, and others) • Applies appropriate formatting styles (e.g., APA writing style) • Seeks and appropriately utilizes feedback regarding written communication • Adjusts writing style and language for different audiences	• Demonstrates appropriate grammatical style for professional writing • Shows beginning understanding for integrating different data sources • Seeks constructive feedback for writing	• Does not express self coherently by failing to use logical sequencing or organized structure across media types (e.g. email, coursework, client reports, and others) • Fails to utilize grammatical structure • Does not integrate constructive feedback • Lack of professional language
Ethical Responsibility Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethical manner	• Provides peer consultation or is sought for ethical consultation • Proactively considers application of ethical standards to guide their practice	• Exhibits professional behavior that is consistent with APA and NASP codes of ethics and consistent with OSPI code of professional conduct • Regularly seeks consultation when questions of ethical behavior arise	• Shows knowledge of and uses professional models to address/resolve questions regarding ethical behavior • Has working familiarity with APA and NASP codes of ethics and OSPI code of prof. conduct • Infrequently seeks consultation with other professionals when questions of ethical behavior arise	• Does not seek appropriate consultation regarding ethical questions • Demonstrates ethically questionable professional behavior • Demonstrates insufficient knowledge of codes of conduct and professional standards
Time Management Demonstrates time management and organization	• Never late • All work is on time or early • Well-prepared and organized in order to maximize learning effectively	• Rarely late • Work is completed on time • On task during class, participates during discussion • Organized and prepared to learn	• Inconsistent ability to meet time obligations for class, practicum, internship • Occasionally off task in class in ways that impact others	• Chronic patterns of late of class, field student, and practicum responsiveness • Misuse of class time or clinic, or social media

CRITERIA	RATINGS			
	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Does Not Meet Expectations (1 point)
	Often participates and allows for others to contribute as well		- Inconsistent return of on-time work completed - Inconsistent organization and preparation	- Off task in class in ways that impact others - Disorganized and unprepared, with detrimental impact to learning
Interpersonal Relations Demonstrates effective interpersonal relations by relating effectively with colleagues, faculty, supervisor, and clients	- Has proactive problem-solving skills and seeks consultation when needed - Shows leadership skills with cohort, peer relationships, faculty/staff relationships - Provides/seeks opportunities for interpersonal enhancement and opinions - Pattern of self-reflection	- Shows independent self-monitoring and self-regulation - Able to resolve conflicts with peers, faculty, clients, and/or staff - Demonstrates respect and tolerance for others, including in-person and through social media	- Shows inconsistent self-monitoring/skills and guidelines on techniques - Shows an inconsistent ability to self-regulate with faculty, peers, staff, and/or clients - Has occasional conflicts requiring outside intervention and support - Has an emerging ability to demonstrate respect and tolerance for others, including in-person, social media, written, and other devices	- Has difficulty self-monitoring - Shows self-regulation that is inconsistent with learning goals - Has difficulty managing interactions with peers, faculty, staff, and/or clients including repeated pattern of conflict with others - Shows an inability to demonstrate respect and tolerance for others (client, written, in-person, and social media)
Supervision/Feedback Responsiveness to supervision/feedback including being open to and responding to such feedback appropriately	- Shows evidence of self-awareness, reflective thinking in behavior changes and approach to feedback - Engages fully in breadth of training - Demonstrates professional and maturity receiving feedback - Accountable for behaviors (takes ownership and responsibility)	- Shows mutual respect for others giving feedback - Some behavioral improvement evidence in response to feedback	- Some willingness to consider feedback; can describe necessary action but can't demonstrate - Limited growth in response to feedback	- Requires excessive reminders for behavior change - Lacks willingness to engage in learning new info - Demonstrates defensive, blaming behavior in response to feedback
Total Points: 20				

Appendix C: Second-Year Field Study (EDPSY 505) Quarterly Evaluation



*All evaluations are now completed online using Qualtrics.
The content below is a reference for students and faculty to complete the evaluations.*

Field Study Student Name: _____

Site Name: _____

Quarter/Year of Evaluation: _____

Instructor and/or Doctoral Supervisor Name: _____

The field study experience in the School Psychology Program is a year-long school-based practicum experience in which students have opportunities to apply and advance their knowledge and skills in assessment, intervention, consultation, problem solving, and professional standards of behavior within an MTSS framework of practice under the supervision of doctoral supervisors and UW faculty. By the end of the EDPSY 505 in spring quarter, an average of 3.0 across in each NASP domain is expected of all field study students.

The purpose of the following evaluation is for students to:

1. reflect on and self-assess development of critical knowledge and key skills, and
2. receive feedback on development to focus training goals and experiences

Trainees and supervisors will use the following rating scale to rate progress and development:

4	Advanced Competency	above average independence/needing minimal level of supervision
3	Competency Met	average and needing appropriate supervision; demonstrates pre-internship competence
2	Below Competency	below average and needing considerable assistance; demonstrates minimal competence
1	Unsatisfactory Progress	needs additional training; does not meet competency level required to proceed to internship
N/O	Not Observed or No Opportunity	not observed this quarter or no opportunity to demonstrate level of mastery

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 1: Data-Based Decision-Making School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee has practical knowledge of and experience with varied tools for behavioral screening and assessment (observation, direct behavior ratings, standardized measures).		
Trainee effectively develops and implements interventions that are based on data gathered from assessment and team problem solving processes.		
Trainee effectively monitors and evaluates the success of individual, group, and systems interventions.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 2: Consultation and Collaboration School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee has knowledge of and applied skills in behavioral, mental health, collaborative, and/or other consultation models and methods.		
Trainee effectively consults and collaborates on behavioral assessment and intervention at the individual, group, and systems levels.		
Trainee effectively facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.		
Trainee effectively implements the consultative problem-solving process in consultation and collaboration with others.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 3: Academic Interventions and Instructional Supports School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee has skills to properly administer, analyze, & interpret screening and curriculum based measures to assess and monitor development of foundational academic skills (reading, writing, math).		
Trainee links assessment data to development of evidence-based academic interventions.		
Trainee is knowledgeable about and can effectively implement evidence-based, targeted (Tier 2) academic interventions for at-risk students.		
Trainee is knowledgeable about and can effectively implement evidence-based individualized, intensive (Tier 3) academic interventions for students who are high-risk or have a diagnosed learning disability.		
Trainee understands how learning difficulties impact social-emotional and behavioral functioning (and vice versa) and have the skills to effectively improve emotional and behavioral functioning via improved academic achievement.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 4: Mental and Behavioral Health Services and Interventions School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee has skills to properly administer, analyze, & interpret screening, observation, and direct behavior rating data to measure and monitor behavioral, affective, and social skill development.		
Trainee can link assessment data to development of behavioral interventions (FBA/BIP).		
Trainee utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.		
Trainee is knowledgeable about and can effectively implement evidence-based Tier 2 social-behavioral interventions.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 5: School-Wide Practices to Promote Learning School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee is knowledgeable about evidence-based school-wide practices that promote positive social-emotional, behavioral, and academic development for all students.		
Trainee can consult and collaborate with school staff on creating and maintaining effective and supportive learning environments for children and others within a multitiered continuum of school services.		
Trainee can utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level initiatives.		
Trainee has knowledge and skills to effectively monitor and evaluate the success of systems interventions.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 6: Services to Promote Safe and Supportive Schools School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems.		
Trainee can contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety.		
Trainee can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 7: Family, School, and Community Collaboration School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee can design and implement evidence-based practices and policies across tier levels to facilitate family-school collaboration to enhance academic and behavioral outcomes for students.		
Trainee has knowledge and skills to effectively consult and assist parents with home practices that promote the academic and behavioral success of their child & address issues and concerns.		
Trainee can identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for families.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee demonstrates a commitment to becoming a culturally competent practitioner when I 1) promote respect for individual differences, 2) ask questions instead of making assumptions, and 2) seek consultation when working with students and families from diverse cultures.		
In consultation and collaboration with others, trainee is mindful of and consider individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services for students, staff, and families. Trainee recognizes complex interactions between individuals with diverse characteristics and with this in mind, implement effective methods for all children, families, and schools to succeed.		
Trainee advocates for social justice and recognizes that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee has developed a 'toolkit' of various techniques, tools, and technology resources for effective data collection, measurement, analysis, and accountability for data based decision-making and evaluation of services across tiers.		
Trainee reviews (search, interpret, and evaluate) research literature and apply that knowledge to select, develop, modify, and inform interventions to provide effective service delivery for students, families, and staff at the individual, group, and/or systems levels. (I have skills to translate research into effective practice.)		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP 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.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Trainee demonstrates effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.		
Trainee engages in self-reflection and self-evaluation and seek opportunities for continuous learning and professional development.		
Trainee seeks professional/peer consultation for effective decision-making when appropriate; utilizes supervision and mentoring for effective school psychology practice.		
Trainee engages in effective, collaborative professional relationships and interdisciplinary partnerships.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Professional Work Characteristics The following are characteristics that the UW School Psychology Program aspires to instill in graduate trainees prior to internship and professional practice. Professional work characteristics are 1) self-assessed and 2) formally assessed. Performance in this domain is taken into consideration for field study grades and shared with advisors for quarterly evaluation of graduate student performance and progress in the Program.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.		
Demonstrates effective oral and written communication skills –speaks and writes in an organized and clear manner.		
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.		
Demonstrates attending/listening skills – attends to important communications and listens effectively.		
Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.		
Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Professional Work Characteristics, Cont. The following are characteristics that the UW School Psychology Program aspires to instill in graduate trainees prior to internship and professional practice. Professional work characteristics are 1) self-assessed and 2) formally assessed by supervisors. Performance in this domain is taken into consideration for field study grades and shared with advisors for quarterly evaluation of graduate student performance and progress in the Program.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.		
Demonstrates time management and organization – organizes work and manages time effectively.		
Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients.		
Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately.		
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.		
Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system.		

Appendix D: Second-Year School Psychology Practicum Evaluation Form (NASP/APA Standards)



*All evaluations are now completed online using Qualtrics.
The content below is a reference for students and faculty to complete the evaluations.*

Practicum Student Name: _____ **Instructor/Supervisor Name:** _____

Quarter/Year: _____ **Date of evaluation:** _____

The practicum experience in the School Psychology Program is clinic-based with school-linked components. Students are to complete a full psychological assessment with two clinical cases that were referred to the clinical training laboratory at the University of Washington. As part of this experience, students conduct clinical interviews with parents and referred children, interviews with the child's teachers, observations in the school, and administer a full battery of assessment instruments.

The following evaluation is based on student performance on all of these tasks within the context of the practicum experience. By the end of the EDPSY 544, EDPSY 546, and EDPSY 564 practica, an average of 3.0 in each NASP domain is expected of all practicum students.

- For EDPSY 544/546, please add ratings for each domain to the quarter that corresponds to the period that the evaluation covers.
- For EDPSY 564, please add ratings for each domain to the "Winter" boxes in each domain.

Students and supervisors will use the following rating scale to rate progress and development:

4	Advanced Competency	above average independence/needing minimal level of supervision
3	Competency Met	average and needing appropriate supervision; demonstrates pre-internship competence
2	Below Competency	below average and needing considerable assistance; demonstrates minimal competence
1	Unsatisfactory Progress	needs additional training; does not meet competency level required to proceed to internship
N/O	Not Observed or No Opportunity	Not observed this quarter or no opportunity to demonstrate level of mastery

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 1: Data-Based Decision-Making APA Competency IV: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.		
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.		
Systematically collects data and other information about individuals, groups, and environments as key components of professional school psychology practice.		
Translates assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for situations, contexts, and diverse characteristics.		
Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services to promote improvement and effectiveness.		
Access information and technology resources to enhance data collection and decision making.		
Measure and document effectiveness of their own services for children, families, and schools.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 2: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.		
Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across situations, contexts, and diverse characteristics.		
Consult and collaborate at the individual, family, group, and systems level.		
Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.		
Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 3: Academic Interventions and Instructional Supports APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.		
Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices.		
Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.		
Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 4: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.		
Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices.		
Integrate behavioral supports and mental health services with academic and learning goals for children.		
Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning.		
Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 5: School-Wide Practices to Promote Learning APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.		
Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities.		
Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.		
Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 6: Services to Promote Safe and Supportive Schools Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.		
Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.		
Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.		
Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.		
Utilize data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 7: Family, School, and Community Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Design and implement evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.		
Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for families.		
Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family-school-community effectiveness in addressing the needs of children.		
Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social-behavioral success of their children and addressing issues and concerns.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 8: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.		
In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts.		
Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 9: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.		
Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.		
Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels.		
Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 10: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation 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.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.		
Engage in effective, collaborative professional relationships and interdisciplinary partnerships.		
Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.		
Utilize supervision and mentoring for effective school psychology practice.		
Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Standard: Professional Work Characteristics APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills The ultimate goal of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The following are characteristics that the UW School Psychology Program aspires to instill in students prior to internship.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.		
Demonstrates effective oral communication skills –speaks orally in an organized and clear manner.		
Demonstrates effective written communication skills –writes in an organized, clear manner.		
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.		
Demonstrates attending/listening skills – attends to important communications and listens effectively.		
Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.		
Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.		

4 = Advanced Competency; 3 = Competency Met; 2 = Below Competency; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Standard: Professional Work Characteristics, Continued APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills The ultimate goal of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The following are characteristics that the UW School Psychology Program aspires to instill in students prior to internship.	Self-Evaluation	
	Winter	Spring
Activity	Student's Comments	
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.		
Demonstrates time management and organization –organizes work and manages time effectively.		
Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients.		
Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately.		
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.		
Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system.		

Appendix E: Portfolio Evaluation Form

The Portfolio evaluations are now completed online using the Canvas Student Evaluation System page. The content below is a reference for students and faculty to complete the evaluations.

The rating scale is as follows:

- **Excellent (5):** Strong evidence of pre-internship competence; ready for internship
- **Very Good (4):** Above average evidence of pre-internship competence; ready for internship
- **Good (3):** Average evidence of pre-internship competence; demonstrates average competence in the standard; ready for internship
- **Adequate (2):** Adequate evidence of pre-internship competence; demonstrates minimal competence in the standard
- **Not Adequate (1):** Inadequate evidence of pre-internship competence. Additional evidence and/or experiences are needed prior to internship.

CRITERIA	RATINGS					POINTS
Domain 1: Data-Based Decision-Making Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 2: Consultation and Collaboration Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 3: Academic Interventions and Instructional Supports Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 4: Mental and Behavioral Health Services and Interventions Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.						

CRITERIA	RATINGS					POINTS
Domain 5: School-Wide Practices to Promote Learning Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 6: Services to Promote Safe and Supportive Schools Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 7: Family, School, and Community Collaboration Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 8: Equitable Practices for Diverse Student Populations Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds, striving toward educational equity and social justice.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 9: Research and Evidence-Based Practice Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Domain 10: Legal, Ethical, and Professional Practice Knowledge of the history and foundation 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.	Excellent 5 points	Very Good 4 points	Good 3 points	Adequate 2 points	Not Adequate 1 point	___ / 5 pts
Total: ___ / 50 pts						

Appendix F: Third-Year School Psychology Pre-Certification Internship Quarterly Evaluation



*All evaluations are now completed online using Qualtrics.
The content below is a reference for students and faculty to complete the evaluations.*

Student Intern's Name: _____ **Site Supervisor's Name:** _____

Quarter/Year: _____ **Date of evaluation:** _____

The internship experience in the School Psychology Program is a full-time experience. Site supervisors are to complete the online evaluation of the intern on a quarterly basis. The following evaluation is based on intern performance on all these tasks within the context of the internship experience. The expectation is that interns show numerical progress over the course of the year, demonstrating a minimum level of competency at a 3.0 or higher on all domains by the spring quarter of the internship.

The following evaluation is based on student performance on all these tasks within the context of the individual internship experience. By completing these ratings electronically, the supervisor certifies that this internship evaluation is based in part on direct observation of the intern and their developing skills.

Students and supervisors will use the following rating scale to rate progress and development:

4	Area of Emerging Expertise	Intern has built additional expertise in this area above and beyond what is typically seen at the introductory residency level and requires minimal supervision to operate in this area.
3	Independent Level Competence	Intern is performing at the expected competency level for an independent residency level school psychologist.
2	Internship Level Competence	Intern is performing at the level expected of an internship level school psychologist; requiring frequent and appropriate supervision.
1	Unsatisfactory Progress	Intern needs additional training; does not meet level of competency required to work at an internship level of competence.
N/O	Not Observed or No Opportunity	Not yet demonstrated; No opportunity to practice.

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 1: Data-Based Decision-Making APA Competency IV: Assessment Interns have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.			
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.			
Systematically collects data and other information about individuals, groups, and environments as key components of professional school psychology practice.			
Translates assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for situations, contexts, and diverse characteristics.			
Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services to promote improvement and effectiveness.			
Access information and technology resources to enhance data collection and decision making.			
Measure and document effectiveness of their own services for children, families, and schools.			

NASP Domain 1: Data-Based Decision-Making APA Competency IV: Assessment Interns have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Additional Comments for NASP Domain 1			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 2: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Applies consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.			
Consults and collaborates in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.			
Consults and collaborates at the individual, family, group, and systems level.			
Facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.			
Effectively communicates information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.			
Promotes application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.			
Additional Comments for NASP Domain 2			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 3: Academic Interventions and Instructional Supports APA Competency VII: Intervention Interns have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.			
Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices.			
Uses evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.			
Implements methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.			
Additional Comments for NASP Domain 3			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 4: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Interns have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.			
Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices.			
Integrate behavioral supports and mental health services with academic and learning goals for children.			
Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning.			
Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.			
Additional Comments for NASP Domain 4			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 5: School-wide Practices to Promote Learning APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.			
Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities			
Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.			
Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.			
Additional Comments for NASP Domain 5			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 6: Services to Promote Safe and Supportive Schools Interns have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.			
Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.			
Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.			
Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.			
Utilize data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services			
Additional Comments for NASP Domain 6			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 7: Family, School, and Community Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor’s Comments (1-2)		
Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.			
Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families.			
Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children.			
Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns.			
Additional Comments for NASP Domain 7			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 8: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Interns have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.			
In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts.			
Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed.			
Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.			
Additional Comments for NASP Domain 8			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 9: Research and Evidence-Based Practice APA Competency I: Research Interns have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.			
Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.			
Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels.			
Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.			
Additional Comments for NASP Domain 9			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Domain 10: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Interns have knowledge of the history and foundation 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.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.			
Engage in effective, collaborative professional relationships and interdisciplinary partnerships.			
Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.			
Utilize supervision and mentoring for effective school psychology practice.			
Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.			
Engage in career-long self-evaluation and continuing professional development.			
Additional Comments for NASP Domain 10			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

NASP Standard: Professional Work Characteristics APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills Interns have knowledge of the history and foundation 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.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Demonstrates respect for human diversity - Respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences - Demonstrates the sensitivity and skills needed to work with diverse populations			
Demonstrates effective oral communication skills Speaks orally in an organized and clear manner			
Demonstrates effective written communication skills Writes in an organized, clear manner			
Demonstrates professional identity and ethical responsibility - Appears to identify with the profession of school psychology - Conducts self in an ethically responsible manner			
Demonstrates attending/listening skills Attends to important communications and listens effectively			
Demonstrates adaptability and flexibility - Adapts effectively to the demands of a situation - Is sufficiently flexible in dealing with change			
Demonstrates time management and organization Organizes work and manages time effectively			

NASP Standard: Professional Work Characteristics APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills Interns have knowledge of the history and foundation 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.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Demonstrates initiative and dependability - Initiates activities when appropriate - Can be counted on to follow through on a task once a commitment to it has been made - Reliably completes assignments in a timely manner			
Responsiveness to supervision/feedback Is open to supervision/ feedback and responds to such appropriately			
Demonstrates skills in data-based case conceptualization - Able to use data/information to conceptualize cases and generate hypotheses and possible solutions - Uses evidence to evaluate outcomes			
Demonstrates systems orientation - Understands that schools, families, and organizations are systems - Recognizes and effectively utilizes rules, policies, and other characteristics of the system			
Demonstrates problem-solving/critical thinking - Thinks critically - Effectively analyzes problem situations and conceptualizes alternative approaches and solutions			
Additional Comments for NASP Professional Work Characteristics			

4 = Area of Emerging Expertise; 3 = Independent Level Competence; 2 = Internship Level Competence; 1 = Unsatisfactory Progress; N/O = Not Observed/No Opportunity

Evaluation of Involvement with Various Populations	Supervisor Evaluation		
	Autumn	Winter	Spring
Early childhood (age 0 - 4)			
Primary (Grades K - 3)			
Intermediate (Grades 4 - 6)			
Junior High (Grades 7 - 9)			
Secondary (Grades 10 - 12)			
Regularly (general) education			
Diverse Populations (racial and ethnic diversity)			
Diverse Populations (socioeconomic diversity)			
Developmentally delayed			
Emotional and behavioral disabilities			
Learning disabilities			
Multiple disabilities			
Sensory impaired (vision, hearing)			
Orthopedic/health-impaired			
Gifted/talented			
Low incidence (autism, TBI, etc.)			

Recommendations: Initial (Autumn evaluation)

Results of the current evaluation suggest that the following competencies/skills/activities should be emphasized during the upcoming months of the internship:

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Recommendations: Midterm (Winter evaluation)

Results of the current evaluation suggest that the following competencies/skills/activities should be emphasized during the remaining months of the internship:

Final Evaluation (Spring Quarter ONLY)	
I certify that this internship evaluation is based in part on direct observation of the intern and their developing skills. Direct observation was conducted live (at least once) during each evaluation period (Autumn, Winter, and Spring).	
SIGN HERE	
It is my professional judgment that this intern has completed the activities and experiences planned for the School Psychology pre-certification internship, and that they have achieved the minimum level of competency in each of the domains specified herein.	
☐ TRUE	☐ FALSE

Appendix G: UW School Psychology Profession-Wide Competencies

Competency	<i>(i) Research</i>
APA-Defined Elements from IR C-8 D	a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. b. Conduct research or other scholarly activities. c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
SP Program-Defined Elements	d. Applies scientific methods of evaluating practice, interventions, and programs. e. Independently applies knowledge of evidence-based practice including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences
Competency	<i>(ii) Ethical and Legal Standards</i>
APA-Defined Elements from IR C-8 D	a. Be knowledgeable of and act in accordance with each of the following: • The current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. b. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. c. Conduct self in an ethical manner in all professional activities.
SP Program-Defined Elements	d. Independently monitors the interaction of knowledge, skills, and attitudes regarding cultural and linguistic diversity in the context of ethical dilemmas.

Competency	<i>(iii) Individual and Cultural Diversity</i>
APA-defined Elements from IR C-8 D	a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
SP Program-Defined Elements	e. Implements evidence-based interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic needs of the client
Competency	<i>(iv) Professional Values, Attitudes, and Behaviors</i>
APA-Defined Elements from IR C-8 D	a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. c. Actively seek and demonstrate openness and responsiveness to feedback and supervision. d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
SP Program-Defined Elements	e. Demonstrates effective interpersonal relationships with colleagues, faculty, supervisors, and clients
Competency	<i>(v) Communications and Interpersonal Skills</i>
APA-defined Elements from IR C-8 D	a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
SP Program-Defined Elements	d. Verbal, nonverbal, and written communications are informative, articulate, succinct, and well-integrated. Demonstrates a thorough grasp of professional language and concepts.

Competency	<i>(vi) Assessment</i>
APA-Defined Elements from IR C-8 D	a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
SP Program-Defined Elements	d. Prepares health service psychologists to incorporate the diversity characteristics of clients in psychological assessments. e. Presents findings in an effective manner appropriate for audiences outside the discipline of psychology.
Competency	<i>(vii) Intervention</i>
APA-Defined Elements from IR C-8 D	a. Establish and maintain effective relationships with the recipients of psychological services. b. Develop evidence-based intervention plans specific to the service delivery goals. c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. d. Demonstrate the ability to apply the relevant research literature to clinical decision making. e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
SP Program-Defined Elements	g. Displays strong clinical skills with a variety of clients from diverse backgrounds h. Implements interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic context of the client (when appropriate)

Competency	<i>(viii) Supervision</i>
APA-Defined Elements from IR C-8 D	a. Demonstrate knowledge of supervision models and practices.
SP Program-Defined Elements	b. Understand the ethical, legal, and contextual issues of the supervisor role c. Effectively addresses limits of competency to supervise and seeks additional supervision when necessary d. Engages in personal reflection about one's clinical relationship with supervisees as well as the supervisees relationships with their clients e. Provides effective supervised supervision to less advanced students and peers appropriate to the service setting
Competency	<i>(ix) Consultation and Interpersonal/Interdisciplinary Skills</i>
APA-Defined Elements from IR C-8 D	a. Demonstrate knowledge and respect for the roles and perspectives of other professions. b. Demonstrates knowledge of consultation models and practices.
SP Program-Defined Elements	c. Demonstrates knowledge of and ability to select appropriate and contextually and culturally appropriate means of assessment data gathering that answers consultation referral questions. d. Determines situations that require different role functions and shifts roles accordingly to meet referral needs.

Appendix H: Advanced Practicum Evaluation Form

APA COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY School Psychology Advanced Practicum (EDPSY 565) Evaluation Form

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

All evaluations are now completed online using Qualtrics.

The content below is a reference for students and faculty to complete the evaluations.

Date of Evaluation			
Doctoral Trainee Name			
Year in PhD Program	Year 4	Year 5	Year 6+
Doctoral Supervisor Name & Highest Degree Earned			
Licensed Psychologist	Yes	No	
Date of Evaluation			
Type of Review	Initial	Mid-Year	Final
Dates of Training Experience this Evaluation Covers			

Rate each item by responding to the following statements using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4
If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].				

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	0	1	2	3	4	[N/O]
1B. Deportment						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Acts to understand and safeguard the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2	3	4	[N/O]

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity and Context (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)						
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2	3	4	[N/O]
2D. Applications Based on Individual and Cultural Context						
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Integrates own moral principles/ethical values in professional conduct	0	1	2	3	4	[N/O]

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Effectively participates in supervision	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0	1	2	3	4	[N/O]
5B. Affective Skills						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Values and applies scientific methods to professional practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0	1	2	3	4	[N/O]

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Participates effectively in scientific endeavors when available	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Selects assessment measures with attention to issues of reliability and validity	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Selects appropriate assessment measures to answer diagnostic question	0	1	2	3	4	[N/O]
9D. Diagnosis						
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering data to inform clinical decision-making	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention Planning						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Implements evidence-based interventions	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2	3	4	[N/O]

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
12A. Knowledge						
Demonstrates awareness of theories of learning and how they impact teaching	0	1	2	3	4	[N/O]
12B. Skills						
Demonstrates knowledge of application of teaching methods	0	1	2	3	4	[N/O]

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
13A. Expectations and Roles						
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2	3	4	[N/O]
13B. Processes and Procedures						
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2	3	4	[N/O]
13C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2	3	4	[N/O]
13D. Supervisory Practices						
Provides helpful supervisory input in peer and group supervision	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0	1	2	3	4	[N/O]
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0	1	2	3	4	[N/O]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	0	1	2	3	4	[N/O]
14D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	0	1	2	3	4	[N/O]

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
15A. Appraisal of Management and Leadership						
Forms autonomous judgment of organization's management and leadership	0	1	2	3	4	[N/O]
15B. Management						
Demonstrates awareness of roles of management in organizations	0	1	2	3	4	[N/O]
15C. Administration						
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	0	1	2	3	4	[N/O]

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
16A. Empowerment						
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	0	1	2	3	4	[N/O]
16B. Systems Change						
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative of the trainee's relative strengths and opportunities for growth as they prepare for internship.

STRENGTHS

GROWTH AREAS

READINESS FOR INTERNSHIP

- ☐ I certify that this practicum evaluation is based in part on direct observation of the practicum student and her/his developing skills.
- ☐ Direct observation was conducted in the form of live, one-way mirror observation and video recording.

Supervisor's Signature

Date

Practicum Student's Signature

Date

Appendix I: Research And Inquiry (R&I) Evaluation

All evaluations are now completed online using the Canvas Student Evaluation System page.

The content below is a reference for students and faculty to complete the evaluations.

The Research and Inquiry (R&I) paper and presentation is the first formal step in obtaining the Ph.D. in School Psychology. This step is evaluated at two levels: the written scientific paper and the formal presentation conducted in front of the College of Education faculty, staff, and students. The following represents a scoring rubric that the faculty will use to evaluate each student's R&I paper and presentation. The minimum level of competency is a 3.0 overall rating.

The rating scale is as follows:

- **Excellent (5):** exceedingly well above average/needing little or no assistance
- **Very Good (4):** above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- **Good (3):** showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- **Adequate (2):** below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- **Not Adequate (1):** needs additional training; does not meet satisfactory completion of criteria area

CRITERIA			RATINGS (Points)
Category	Description	Reviewer's Comments	
Coverage of Content Area	Describe and rate their coverage of content areas. Choose from: • biological bases, • cognitive/affective bases of bx, • socio-emotional, • history and systems, • measurement, • research methods, • statistics, • individual differences, • human development, • psychopathology, • theory/assessment/diagnosis, • evidence-based interventions, • consultation and supervision, • program evaluation		____ / 5 pts

Comprehensiveness of the Literature Review	Describe and rate level of coverage in the content area of focus.		____ / 5 pts
Rationale for the Study or Analysis	Rate on the quality of the students rationale for the study or for the analysis.		____ / 5 pts
Research Design	Describe and rate research design. Ex. t-tests, ANOVA, Regression, SEM, growth modeling, survival analyses, qualitative methods, other.		____ / 5 pts
Awareness and Coverage of Ethical Issues	Describe and rate the students knowledge of ethical issues in the context of the study.		____ / 5 pts
Instrument Selection	Rate students ability to select an appropriate assessment instrument for study. If secondary data, evaluate the empirical support for selecting the measure(s)		____ / 5 pts
Intervention Implementation	Evaluate the implementation of empirically based interventions. if not empirically based, evaluate the process for determining efficacy of the intervention		____ / 5 pts
Cultural and Individual Differences	Evaluate awareness and coverage of cultural and individual differences		____ / 5 pts
Integration to School Psychology	Evaluate the students ability to integrate the findings of the project into the field of School Psychology		____ / 5 pts
Limitations of Study	Evaluate the students ability to recognize limitations of the study and solve ways that can address the limitations in future studies		____ / 5 pts
Overall Evaluation	In order to pass, the overall score must exceed 2.0		____ / 5 pts
Total: ____ / 5.0 pts			

Appendix J: General Exam Evaluation

All evaluations are now completed online using the Canvas Student Evaluation System page.

The content below is a reference for students and faculty to complete the evaluations.

The General Exam is the second formal step in obtaining the Ph.D. degree in school psychology. This step is usually evaluated at two levels: the written answers (step 1) and the oral defense of those answers (step 2) in front of your supervisory committee. The minimum level of competency is a 3.0 overall rating.

The ratings that faculty will use to evaluate each student's General Exam are as follows:

- **Excellent (5):** exceedingly well above average/needing little or no assistance
- **Very Good (4):** above average and needing occasional assistance; demonstrating knowledge, breadth, and good command in criteria area.
- **Good (3):** showed average knowledge, breadth, and command in criteria area; student needed regular assistance to complete answer appropriately
- **Adequate (2):** below average and needing considerable assistance; student demonstrates minimal competence in knowledge, breadth, and command in criteria area
- **Not Adequate (1):** needs to gain additional knowledge, breadth, and command of content area(s); does not meet satisfactory basic expectations in criteria area

CRITERIA			RATINGS (Points)
Category	Description	Reviewer's Comments	
Coverage of Content Area	Describe and rate their coverage of content areas. Choose from: • biological bases, • cognitive/affective bases of bx, • socio-emotional, • history and systems, • measurement, • research methods, • statistics, • individual differences, • human development, • psychopathology, • theory/assessment/diagnosis, • evidence-based interventions, • consultation and supervision, • program evaluation		____ / 5 pts
Comprehensiveness of the Literature Review	Describe and rate level of coverage in the content area of focus.		____ / 5 pts

Written Answers	Rate on the quality of the students thoroughness of answers to the questions.		____ / 5 pts
Oral Presentation	Evaluate the quality of the student's oral presentation		____ / 5 pts
Awareness and Coverage of Ethical Issues	Describe and rate the students knowledge of ethical issues in both the written exam and the oral exam		____ / 5 pts
Oral Exam Responses	Evaluate the students ability to orally respond to the questions posed by the committee. including familiarity and command of the literature		____ / 5 pts
Empirical Basis	Evaluate the implementation of empirically based interventions. if not empirically based, evaluate the process for determining efficacy of the intervention		____ / 5 pts
Cultural and Individual Differences	Evaluate awareness and coverage of cultural and individual differences		____ / 5 pts
Integration to School Psychology	Evaluate the students ability to integrate the findings of the project into the field of School Psychology		____ / 5 pts
Gaps in the Literature	Evaluate the students ability to recognize gaps in the literature and problem solve ways that can address the gaps in future studies		____ / 5 pts
Overall Evaluation	In order to pass, the overall score must exceed 2.0		____ / 5 pts
Total: ____ / 5.0 pts			

Appendix K: Dissertation Proposal Evaluation

All evaluations are now completed online using the Canvas Student Evaluation System page.

The content below is a reference for students and faculty to complete the evaluations.

The Dissertation Proposal is the third step in obtaining the Ph.D. degree in school psychology. This step is usually formal and conducted in front of the supervisory committee (ideal), however this step can be also achieved via a phone-conference call as well (acceptable). There are two steps to completing the Dissertation Proposal: a written proposal (step 1) and an oral defense of the proposal (step 2). The minimum level of competency is a 3.0 overall rating.

The following rating scale will be used by the faculty:

- **Excellent (5):** exceedingly well above average/needing little or no assistance
- **Very Good (4):** above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- **Good (3):** showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- **Adequate (2):** below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- **Not Adequate (1):** needs additional training; does not meet satisfactory completion of criteria area

CRITERIA			RATINGS (Points)
Category	Description	Reviewer's Comments	
Coverage of Content Area	Describe and rate their coverage of content areas. Choose from: • biological bases, • cognitive/affective bases of bx, • socio-emotional, • history and systems, • measurement, • research methods, • statistics, • individual differences, • human development, • psychopathology, • theory/assessment/diagnosis, • evidence-based interventions, • consultation and supervision, • program evaluation		_____ / 5 pts

Comprehensiveness of the Literature Review	Describe and rate level of coverage in the content area of focus.		____ / 5 pts
Rationale for the Study or Analysis	Rate on the quality of the students rationale for the study or for the analysis		____ / 5 pts
Research Design	Describe and rate research design. Ex. t-tests, ANOVA, Regression, SEM, growth modeling, survival analyses, qualitative methods, other		____ / 5 pts
Awareness and Coverage of Ethical Issues	Describe and rate the students knowledge of ethical issues in the context of the study.		____ / 5 pts
Instrument Selection	Rate students ability to select an appropriate assessment instrument for study. If secondary data, evaluate the empirical support for selecting the measure(s)		____ / 5 pts
Intervention Implementation	Evaluate the implementation of empirically based interventions. if not empirically based, evaluate the process for determining efficacy of the intervention		____ / 5 pts
Cultural and Individual Differences	Evaluate awareness and coverage of cultural and individual differences		____ / 5 pts
Integration to School Psychology	Evaluate the students ability to integrate the findings of the project into the field of School Psychology		____ / 5 pts
Limitations of Study	Evaluate the students ability to recognize limitations of the study and solve ways that can address the limitations in future studies		____ / 5 pts
Overall Evaluation	In order to pass, the overall score must exceed 2.0		____ / 5 pts
Total: ____ / 5.0 pts			

Appendix L: Dissertation Defense Evaluation

*All evaluations are now completed online using the Canvas Student Evaluation System page.
The content below is a reference for students and faculty to complete the evaluations.*

Student: _____

Evaluator: _____

Date of Evaluation: _____

The Dissertation Defense is the last step (provided the internship is complete) in obtaining the Ph.D. degree in school psychology. This step is formal and conducted in front of the supervisory committee. There are two steps to completing the Dissertation Defense: a written dissertation (step 1) and an oral defense of the dissertation (step 2). The minimum level of competency is a 3.0 overall rating.

For this assignment, please upload the version of your dissertation that you will defend AND a copy of the presentation for your oral defense.

The following rating scale will be used by the faculty:

- **Excellent (5):** exceedingly well above average/needing little or no assistance
- **Very Good (4):** above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- **Good (3):** showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- **Adequate (2):** below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- **Not Adequate (1):** needs additional training; does not meet satisfactory completion of criteria area

CRITERIA			RATINGS (Points)
Category	Description	Reviewer's Comments	
Coverage of Content Area	Describe and rate their coverage of content areas. Choose from: • biological bases, • cognitive/affective bases of bx, • socio-emotional, • history and systems, • measurement, • research methods, • statistics, • individual differences, • human development, • psychopathology, • theory/assessment/diagnosis,		_____ / 5 pts

	- evidence-based interventions, - consultation and supervision, - program evaluation		
Comprehensiveness of the Literature Review	Describe and rate level of coverage in the content area of focus.		____ / 5 pts
Rationale for the Study or Analysis	Rate on the quality of the students rationale for the study or for the analysis		____ / 5 pts
Research Design	Describe and rate research design. Ex. t-tests, ANOVA, Regression, SEM, growth modeling, survival analyses, qualitative methods, other		____ / 5 pts
Awareness and Coverage of Ethical Issues	Describe and rate the students knowledge of ethical issues in the context of the study.		____ / 5 pts
Instrument Selection	Rate students ability to select an appropriate assessment instrument for study. If secondary data, evaluate the empirical support for selecting the measure(s)		____ / 5 pts
Intervention Implementation	Evaluate the implementation of empirically based interventions. if not empirically based, evaluate the process for determining efficacy of the intervention		____ / 5 pts
Cultural and Individual Differences	Evaluate awareness and coverage of cultural and individual differences		____ / 5 pts
Integration to School Psychology	Evaluate the students ability to integrate the findings of the project into the field of School Psychology		____ / 5 pts
Limitations of Study	Evaluate the students ability to recognize limitations of the study and solve ways that can address the limitations in future studies		____ / 5 pts
Overall Evaluation	In order to pass, the overall score must exceed 2.0		____ / 5 pts
Total: ____ / 5.0 pts			

Appendix M: Pre-Doctoral Internship Evaluation



APA COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY Non-APPIC Internship Evaluation Form

*All evaluations are now completed online using Qualtrics.
The content below is a reference for students and faculty to complete the evaluations.*

Intern Full Name:		
Name of Placement:		
Name of Supervisor: <i>(include highest degree earned)</i>		
Licensed Psychologist:	Yes	No
License Number:		
Was this intern supervised by other individuals also under your supervision?	Yes	No
If yes, name(s) and credential(s):		

Type of Review	Initial	Mid-Year	Final
Date of Evaluation:			
Dates of Training Experience this Evaluation Covers:			

Rate each item by responding to the following statements using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/ Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4
If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].				

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = Not Observed/No Opportunity

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Monitors and independently resolves situations that challenge professional values and integrity	0	1	2	3	4	[N/O]
1B. Deportment						
Conducts self in a professional manner across settings and situations	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
1D. Concern for the Welfare of Others						
Independently acts to safeguard the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity and Context (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2D. Applications Based on Individual and Cultural Context						
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	0	1	2	3	4	[N/O]

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Independently utilizes an ethical decision-making model in professional work	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Independently integrates ethical and legal standards with all competencies	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Independently seeks supervision when needed	0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	0	1	2	3	4	[N/O]
5B. Affective Skills						
Manages difficult communication; possesses advanced interpersonal skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Independently applies scientific methods to practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Independently applies knowledge and understanding of scientific foundations to practice	0	1	2	3	4	[N/O]

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Generates knowledge	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Applies scientific methods of evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice	0	1	2	3	4	[N/O]
9D. Diagnosis						
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention Planning						
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	0	1	2	3	4	[N/O]

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
12A. Knowledge						
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences	0	1	2	3	4	[N/O]
12B. Skills						
Applies teaching methods in multiple settings	0	1	2	3	4	[N/O]

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
13A. Expectations and Roles						
Understands the ethical, legal, and contextual issues of the supervisor role	0	1	2	3	4	[N/O]
13B. Processes and Procedures						
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	0	1	2	3	4	[N/O]
13C. Skills Development						
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0	1	2	3	4	[N/O]
13D. Supervisory Practices						
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals	0	1	2	3	4	[N/O]
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning	0	1	2	3	4	[N/O]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	0	1	2	3	4	[N/O]
14D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships over time despite differences	0	1	2	3	4	[N/O]

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
15A. Appraisal of Management and Leadership						
Develops and offers constructive criticism and suggestions regarding management and leadership of organization	0	1	2	3	4	[N/O]
15B. Management						
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	0	1	2	3	4	[N/O]
15C. Administration						
Demonstrates emerging ability to participate in administration of service delivery program	0	1	2	3	4	[N/O]
15D. Leadership						
Participates in system change and management structure	0	1	2	3	4	[N/O]

0 = Not at All/Slightly; 1 = Somewhat; 2 = Moderately; 3 = Mostly; 4 = Very; N/O = No Opportunity to Observe

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
16A. Empowerment						
Intervenes with client to promote action on factors impacting development and functioning	0	1	2	3	4	[N/O]
16B. Systems Change						
Promotes change at the level of institutions, community, or society	0	1	2	3	4	[N/O]

Overall Assessment of Intern's Current Level of Competence

Please provide a brief narrative of your overall impression of this intern's current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee's particular strengths and weaknesses?

STRENGTHS

GROWTH AREAS

Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

If applicable, is the trainee ready to move to the next level of training, or independent practice?

Supervisor's Signature

Date

Practicum Student's Signature

Date

Appendix N: School Psychology Program Annual Alumni Survey

Hello UW School Psychology Alumni within 10 Years of Graduation,

Please keep reading -- You may have completed an evaluation similar to this one recently, but this specific evaluation reflects the APA Standards of Accreditation for alumni from the last 10 years. In order to maintain our APA accreditation, we are required to inquire how well you feel you were prepared to work in the field. Receiving this feedback from you is a critical set of data for our accreditation portfolio. APA asks us to report a collated summary every year! Please take 10 minutes to reflect on your program training for us.

The evaluation items are connected to the profession-wide competencies that are defined by APA. There are nine competencies with several items within each competency. At the end of this survey, we also ask for updates on your professional contributions to science and practice. Please answer based on your achievements since graduating from the program and be sure to identify the year that you graduated. All of these data are required for our self-study. Please rate each item on a scale of 1 to 5 indicating how well the program prepared you for working in the field. The scale is as follows: (1) Not at all, (2) Somewhat, (3) Sufficiently, (4) Well, and (5) Extremely Well.

Thank you very much! We are grateful for your time!

Kristen Missall and UW School Psychology Program Faculty

Research

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q1: Demonstrate an independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers)	●	●	●	●	●
Q2: Conduct research or other scholarly activities.	●	●	●	●	●
Q3: Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	●	●	●	●	●
Q4: Apply scientific methods of evaluating practice, interventions, and programs.	●	●	●	●	●
Q5: Independently apply knowledge of evidence-based practice including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.	●	●	●	●	●

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q6: Demonstrate an independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers)	●	●	●	●	●

Ethical and Legal Standards

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q7: Act in accordance with the APA Ethical Principles of Psychologists & Code of Conduct as well as the laws and regulations governing the practice of psychology in Washington State.	●	●	●	●	●
Q8: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	●	●	●	●	●
Q9: Conduct self in an ethical manner in all professional activities.	●	●	●	●	●
Q10: Independently monitor the interaction of knowledge, skills, and attitudes regarding cultural and linguistic diversity in the context of ethical dilemmas.	●	●	●	●	●

Individual and Cultural Diversity

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q11: Understand how your own personal/cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself.	●	●	●	●	●
Q12: Know the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	●	●	●	●	●
Q13: Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).	●	●	●	●	●
Q14: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in your professional work.	●	●	●	●	●
Q15: Implement evidence-based interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic needs of the client.	●	●	●	●	●

Professional Values, Attitudes, and Behaviors

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q16: Behave in ways that reflect the values and attitudes of psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others.	●	●	●	●	●
Q17: Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	●	●	●	●	●
Q18: Actively seek and demonstrate openness and responsiveness to feedback and supervision.	●	●	●	●	●
Q19: Respond professionally in complex situations.	●	●	●	●	●
Q20: Engage in effective interpersonal relationships with colleagues, faculty, supervisors, and clients.	●	●	●	●	●

Communication and Interpersonal Skills

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q21: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	●	●	●	●	●
Q22: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.	●	●	●	●	●
Q23: Demonstrate a thorough grasp of professional language and concepts.	●	●	●	●	●
Q24: Manage conflict and difficult communication well.	●	●	●	●	●

Assessment

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q25: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics, including multisource, multimethod assessment.	●	●	●	●	●
Q26: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations.	●	●	●	●	●
Q27: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	●	●	●	●	●

Intervention

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q28: Develop evidence-based intervention plans specific to the service delivery goals.	●	●	●	●	●
Q29: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	●	●	●	●	●
Q30: Apply relevant research literature to clinical decision making.	●	●	●	●	●
Q31: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	●	●	●	●	●
Q32: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	●	●	●	●	●
Q33: Display strong clinical skills with a variety of clients from diverse backgrounds.	●	●	●	●	●
Q34: Implement interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic context of the client (when appropriate).	●	●	●	●	●

Supervision

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q35: Demonstrate knowledge of supervision models and practices.	●	●	●	●	●
Q36: Understand the ethical, legal, and contextual issues of the supervisor role.	●	●	●	●	●
Q37: Effectively address limits of competency to supervise and seek additional supervision when necessary.	●	●	●	●	●
Q38: Engage in personal reflection about one's clinical relationship with supervisees as well as the supervisees' relationships with their clients.	●	●	●	●	●
Q39: Provide effective supervised supervision to less advanced students and peers appropriate to the service setting.	●	●	●	●	●

Consultation and Interprofessional/Interdisciplinary Skills

Please rate how well the Program prepared you to:

	Not at all	Somewhat	Sufficiently	Well	Extremely Well
Q40: Recognize and respect for the roles and perspectives of other professions.	●	●	●	●	●
Q41: Utilize consultation models in practice.	●	●	●	●	●
Q42: Select appropriate and contextually and culturally appropriate means of assessment data gathering that answers consultation referral questions.	●	●	●	●	●
Q43: Determine situations that require different role functions and shift roles accordingly to meet referral needs.	●	●	●	●	●

Q44: What year did you graduate with your Ph.D. degree?

Q45: Member of a Professional/Research Society?

- ☐ Yes
- ☐ No

Q46: Scientific Publications (in the last year):

Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which you are an author or co-author. (Publications "in press," "under review," or "submitted" should not be counted here.)

Q47: Scientific Presentations (in the last year):

Number of workshops, oral presentations, and/or poster presentations at professional meetings of which you are an author or co-author.

Q48: Involved in leadership roles/activities in professional organizations in the last year

(e.g., roles in local, state/provincial, regional, or national organizations):

- ☐ Yes
- ☐ No

Q49: Presented a psychological topic to lay or community audience (in the last year):

- ☐ Yes
- ☐ No

Q50: Comments:

Please provide us with any further thoughts you have regarding the strengths, weaknesses, course offerings, practica, faculty mentoring, etc. This feedback will help us in conducting a thorough, objective evaluation of our School Psychology Program.

We thank you for your time spent taking this survey.

Your response has been recorded.

Appendix O: Annual Student/Faculty Involvement Data for APA

The School Psychology Program is required to provide an annual report to the American Psychological Association about all of the faculty, and the current and former students in the accredited doctoral degree. We ask all teaching faculty, doctoral students, and recent alumni to complete this survey each year -- and we offer our abundant gratitude!

The information you provide will only be used for accreditation purposes.

This survey is to be completed by Faculty, Current Doctoral Students (including those who graduated in 2026; if you graduated in 2026, you should complete this survey as a "student"), and Alumni (past 3 years) of the UW School Psychology Program. Based on the role you select at the end of this introduction section, you will be routed to the relevant areas in the survey. The survey should take between 5 and 10 minutes to complete.

Thank you very much for your assistance,

Kristen Missall

Demographics

(All information on individuals or their identities provided to the Committee on Accreditation is for accreditation purposes and will be kept confidential for the sole purpose of accreditation).

Q1: First and Last Name:

Q2: Gender:

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Transgender
- ☐ Other

Q3: Race-Ethnicity (Please select all that apply):

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic-Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Middle Eastern/North African
- ☐ White
- ☐ Not Reported

Q4: Subject to the Americans with Disabilities Act (ADA):

- ☐ Yes
- ☐ No

Q5: Foreign National:

- ☐ Yes
- ☐ No

Q6: Please select the role that most accurately reflects your 2025-26 involvement with the University of Washington School Psychology Program:

* Current doctoral student = enrolled at any time during the academic year and pre-doctoral intern during 2025-26

** Alumni = graduated in 2025 (or earlier)

- ☐ Faculty (skip to Q7)
- ☐ Current Doctoral Student * (skip to Q30)
- ☐ Alumni ** (skip to Q48)

Faculty - Involvement

Q7: Trained in an Accredited Graduate Program:

(Specialized accreditation, not regional)

- ☐ Yes
- ☐ No
- ☐ N/A

Q8: Graduate program substantive area:

- ☐ Clinical Psychology
- ☐ Counseling Psychology
- ☐ School Psychology
- ☐ Combined, Clinical-Counseling
- ☐ Combined, Clinical-School
- ☐ Combined, Counseling-School
- ☐ Combined, Clinical-Counseling-School
- ☐ Other

Q9: Licensed in Field:

- ☐ Yes
- ☐ No
- ☐  N/A

Q10: ABPP Diplomate:

- ☐ Yes
- ☐ No
- ☐  N/A

Q11: ABPP Diplomate Specialty Area:

(please select all that apply)

- | | |
|---|---|
| ☐ Clinical Child & Adolescent Psychology | ☐ Forensic Psychology |
| ☐ Clinical Health Psychology | ☐ Group Psychology |
| ☐ Clinical Neuropsychology | ☐ Organization & Business Consulting Psychology |
| ☐ Clinical Psychology | ☐ Psychoanalysis in Psychology |
| ☐ Cognitive & Behavioral Psychology | ☐ Rehabilitation Psychology |
| ☐ Counseling Psychology | ☐ School Psychology |
| ☐ Couple & Family Psychology | ☐  Not Applicable |

Q12: APA Fellow:

- ☐ Yes
- ☐ No
- ☐  N/A

Q13: Nationally Certified School Psychologist:

- ☐ Yes
- ☐ No
- ☐  N/A

Faculty – Annual Updates

(For events that occurred in the 2025-2026 academic year ONLY)

Q14: Member Professional/Research Society:

- ☐ Yes
- ☐ No

Q15: Scientific Publications:

(Indicate if you were the author or co-author of books, book chapters or articles in peer-reviewed professional or scientific journals. Publications "in press," "under review," or "submitted" should not be counted here)

- ☐ Yes
- ☐ No

Q16: Scientific Presentations:

(Indicate if you were the author or co-author of workshops, oral presentations, or poster presentations at professional meetings. This only includes work presented during the current reporting period)

- ☐ Yes
- ☐ No

Q17: Recipient of Grants/Contracts:

(Indicate if you were the Principal Investigator or Co-Principal Investigator on research grants or contract)

- ☐ Yes
- ☐ No

Q18: Presented psychological topic to lay or community audience:

- ☐ Yes
- ☐ No

Q19: Involved in leadership roles/activities in professional organizations:

(e.g., Roles in local, state/provincial, regional, or national organizations)

- ☐ Yes
- ☐ No

Q20: Involved in Undergraduate level teaching:

- ☐ Yes
- ☐ No

Q21: Involved in Master's level teaching:

- ☐ Yes
- ☐ No

Q22: Involved in Doctoral level teaching: (within the accredited program only)

- ☐ Yes
- ☐ No

Q23: Number of hours per week in delivery of professional services:

(Involves any direct services for a client)

Q24: Number of doctoral students provided primary research supervision:

(Students within the accredited program only)

Q25: Number of doctoral students provided primary professional service supervision:

(Students within the accredited program only)

Faculty – Employment Information

Q26: Faculty member Classification (please select the most applicable):

- o **Core Program Faculty** (Core faculty members are, by definition in IR C-18, those who spend at least 50% of their professional time in program activities of the doctoral program under review for accreditation (School Psychology); only administrative activities directly related to the program under review may count as part of the 50% time commitment for core faculty.)
- o **Associated Program Faculty** (Faculty members other than those identified as the program's core faculty, but have responsibilities within the program for teaching, advising, etc. This would include other faculty within the department and university that teach program courses.)
- o **Other Contributor** (Individuals that have a role in the program but to a more limited extent. This would include people who present seminars, provide practicum supervision, and teach as adjunct faculty.)

Q27: Start Date (mm/dd/yyyy):

(reflects when you began an affiliation with the accredited (School Psychology) **program**, not the institution/department)

Q28: Left Date (mm/dd/yyyy):

(reflects when you ended affiliation with the accredited (School Psychology) **program**, not the institution/department. Leave blank if you are still active with the program.)

Q29: Reason for leaving:

- | | |
|---------------------------------------|----------------------------------|
| o Change in career/Employed elsewhere | o Family or relationship matters |
| o Death of faculty | o Financial |
| o Did not receive tenure | o Health/Medical |
| o Did not return from sabbatical | o No reason provided |
| o Employment terminated | o Personal reasons |
| o Faculty relocated | o Retired from program |
| | o Other reasons |

Current Doctoral Student – Annual Updates

Professional Activities (For events that occurred in the 2025-2026 academic year ONLY)

Q30: Member Professional/Research Society:

- ☐ Yes
- ☐ No

Q31: Scientific Publications:

(Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author. Publications "in press," "under review," or "submitted" should not be counted here)

Q32: Scientific Presentations:

(Number of workshops, oral presentations, and/or poster presentations at professional meetings of which a student was an author or co-author)

Q33: Involved in leadership roles/activities professional organizations:

(e.g., Roles in local, state/provincial, regional, or national organizations)

- ☐ Yes
- ☐ No

Q34: Presented a psychological topic to lay or community audience:

- ☐ Yes
- ☐ No

Q35: Indicate if you sought or applied for a doctoral internship that begins during the next academic year (2026-2027 academic year):

- ☐ Yes, I applied for internship
- ☐ Yes, I applied for second 1-year part-time internship (already completed a 1-year part-time internship)
- ☐ No, I am still enrolled in a 2-year part-time internship
- ☐ No, I previously completed the full internship requirements (1-year full-time or equivalent)
- ☐ No, I did not apply for internship

If yes, please answer question 2 (next question). If no, skip to Enrollment Information section.

Q36: Indicate if you obtained an internship that begins next academic year

(2026-2027 academic year):

- ☐ Yes
- ☐ No

If yes, please answer next question. If no, skip to Enrollment Information section.

Q37: Expected internship start date (mm/dd/yyyy):

Q38: Expected internship end date (mm/dd/yyyy):

Q39: Indicate if internship is APA/CPA-accredited:

- ☐ Yes
- ☐ No

Q40: APA/CPA-Accredited Internship Program name:

Q41: Indicate if internship is affiliated with another membership organization (please select one):

- ☐ APPIC
- ☐ CAPIC
- ☐ CDSPP
- ☐ Other

Q42: Indicate if internship is:

- ☐ One Year
- ☐ Two Years

Q43: Indicate if internship is:

- ☐ Full-time
- ☐ Part-time

Q44: Indicate if internship is:

- ☐ funded
- ☐ not funded/not fully funded

Current Doctoral Student – Enrollment Information

Q45: Date started the Ph.D. program:

Indicate the quarter and year started in the UW School Psychology Program (e.g., Fall 2019, Fall 202-, etc.) for the relevant conditions below.

Ph.D./Ed.S. Inclusive:

Indicate initial quarter and year with the UW School Psychology program

Ed.S. to Ph.D. (Transition):

Indicate the year transitioned from the UW School Psychology Ed.S. program to Ph.D.

Ph.D. Only:

This only applies to doctoral students with Masters or Ed.S. degrees received from other universities. Otherwise, leave blank.

Q46: Date left program (mm/dd/yyyy):

(If applicable; leave blank if still enrolled in program)

Q47: Reason left program:

(please select the most applicable)

- ☐ Successful completion of program
- ☐ Academic reasons
- ☐ Awarded terminal master's degree
- ☐ Change in psychology area specialization
- ☐ Change in career/Employed elsewhere
- ☐ Death of student
- ☐ Did not return from absence
- ☐ Dismissed – failed program requirements
- ☐ Family or relationship matters
- ☐ Financial
- ☐ Health/Medical
- ☐ New interest outside psychology
- ☐ No reason provided to program
- ☐ Personal reasons
- ☐ Student relocated
- ☐ Transferred to a different university
- ☐ Transferred to follow academic advisor
- ☐ Voluntary withdrawal – academic difficulties
- ☐ Other reasons

Alumni – Formal Postdoctoral Training Program

The same position should not be entered for both formal post-doctoral training and professional employment. This section is required for all students that graduated 1 to 3 years ago.

Q48: Indicate if you are in a formal post-doctoral training program:

(Note: This does not have to be an accredited post-doctoral program)

- ☐ Yes
- ☐ No

Q49: Select the emphasis of the formal post-doctoral training program:

- ☐ Primarily Clinical
- ☐ Primarily Research
- ☐ Equally Clinical and Research
- ☐ Other

Q50: If other, please specify:

Q51: Select all the activities that apply to this position:

- ☐ Administration
- ☐ Psychotherapy
- ☐ Teaching
- ☐ Assessment
- ☐ Research
- ☐ Consultation
- ☐ Supervision
- ☐ Unknown
- ☐ Other

Q52: Indicate if you are employed professionally (not formal post-doctoral training):

- ☐ Yes
- ☐ No

If yes, please answer question next question. If no, skip to State Licensure section.

Q53: Select all setting types that apply to this position:

- ☐ Academic Teaching
- ☐ Community Mental Health Center
- ☐ Consortium
- ☐ Correctional Facility
- ☐ Health Maintenance Organization
- ☐ Hospital/Medical Center
- ☐ Independent Practice
- ☐ Psychiatric Facility
- ☐ School District or System
- ☐ University Counseling Center
- ☐ Other

Q54: Select all activities that apply to this position:

- ☐ Administration
- ☐ Psychotherapy
- ☐ Teaching
- ☐ Assessment
- ☐ Research
- ☐ Consultation
- ☐ Supervision
- ☐ Unknown
- ☐ Other

Q55: Enter the job title of this position:

Q56: Please identify which certifications and/or licenses you have obtained:

	Achieved	In Progress	Achieved, but no longer active	Did not pursue
Initial ESA/Residency Certification	●	●	●	●
Continuing ESA/Professional Certification	●	●	●	●
Licensed Psychologist	●	●	●	●
Licensed mental health counselor (LMHC)	●	●	●	●
Licensed Professional Counselor (LPC)	●	●	●	●

Q57: Please update us with your current information; this information is voluntary, and will be kept for record purposes only. (Permanent email address)

We thank you for your time spent taking this survey. Your response has been recorded.