

Doctor of Psychology (Psy.D.)

in School Psychology Handbook

2025-2026 Edition

**PART I: GENERAL PROGRAM INFORMATION**

**Introduction**

Welcome to Gonzaga University’s Psy.D. School Psychology program! This handbook provides students with information they will need while in the program, highlighting the policies and procedures that all students are expected to follow. Students are encouraged to use this handbook in conjunction with regular advisory meetings to ensure satisfactory progression toward their degree completion.

The Psy.D. School Psychology program is part of the Gonzaga University School of Education (SOE). The university holds accreditation member status with the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body recognized by the U.S. Department of Education. The Psy.D. School Psychology program holds specialized accreditation status through National Association of School Psychologists (NASP) and is authorized by the Washington’s Professional Educator Standards Board (PESB).

**Gonzaga University Mission**

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

**School of Education Vision**

Shaped by the Jesuit, Catholic, humanistic tradition, the SOE aspires to prepare transformational leaders who are committed to excellence and serve others in a diverse and global society.

Though our day-to-day work has changed over the last 90 years, our purpose has always remained consistent. Our vision is the momentum that has kept us unwavering in our ideals and values. As a school of a Jesuit institution, we believe in developing the whole person and developing professionals who will serve others with greatness. These ideals are ones we continue to adhere to, and we remain excited to see the tremendous impact our leaders make in society.

**School of Education Mission**

The mission of the SOE is to prepare socially responsive and discerning practitioners to serve their community and professions.

* We model and promote leadership, scholarship, and professional competence in multiple specializations.
* We support an environment that is challenging, inclusive, reflective, and collegial.
* We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
* We provide academic excellence in teaching, advising, service, and scholarship. We promote, support, and respect diversity.

This mission describes the goals and endeavors we address in our work to ensure that we continue to provide the best educational experience to those we teach so that they, in turn, may continue this work within their respective professions. With every decision and step we take, we reflect on our mission, reminding ourselves of the positive change we hope to make in society at large. Our mission guides our day-to-day work, attributed to hard-working individuals who continually strive to live this mission each day.

**Program** **Mission**

The Psy.D. School Psychology program aims to prepare doctoral candidates as licensed psychologists and servant leaders who make a measurable, positive impact on students, families, schools, and communities through discernment and social justice practices.

To achieve this goal, our program models the missions of Gonzaga University and the SOE through an emphasis on the importance of service, the development of the whole person, and the cultivation of critical thinking and dispositions that are essential for effective practice in diverse educational settings. A firm commitment to social justice is woven throughout our program: We prepare our students to advocate for policies and practices that support the rights and needs of all students, particularly those who are marginalized or underserved. By promoting inclusive and equitable educational environments, our graduates help to create schools where every student can thrive. Through ongoing engagement with contemporary issues and challenges in education, our students develop the capacity for ethical discernment and the ability to make informed decisions that promote equity and justice.

Candidates are expected to become integral to the community through frequent interactions with the Spokane community, including—but not limited to—volunteer service, practicum and internship experiences, and other forms of community engagement. Our program is designed to cultivate a deep understanding of the complex factors that influence student learning and well-being, including cultural, socioeconomic, and individual differences. Candidates are challenged to form their own views and opinions about their learning experiences and to consider how their viewpoints will shape their practices as school and clinical psychologists.

Our curriculum integrates rigorous academic training with practical, hands-on experiences in real-world settings. This blend ensures that our graduates are not only knowledgeable about the latest research and best practices in school psychology but are also adept at applying this knowledge in ways that are compassionate, culturally responsive, and ethically sound. Our students gain practical experience through partnerships with local schools, hospitals, and community organizations, ensuring they are well-prepared to meet the diverse needs of the region. Through an emphasis on the importance of collaboration and partnerships, we foster reflective practitioners who are committed to continuous learning and professional growth.

By engaging with real-world challenges and working directly with students, families, and educators, our graduates are equipped to make a significant impact on mental health and educational outcomes in the Pacific Northwest.

**Program Background**

In 2023, the Psy.D. School Psychology program was initiated in response to the critical shortage of school psychologists and mental health professionals within the state of Washington and throughout the nation. The demand for psychologists is significant; from 2019 to 2029, the US Bureau of Labor Statistics projects a 3% growth in the field, adding over 5,700 jobs despite a persistent shortage in these areas. Graduates of the program will be fully prepared to fill this employment gap and enter reputable private practices, prestigious universities, and renowned medical systems. During the fall of 2023, we welcomed our first cohort of seven candidates. Through maintaining a small cohort size, our faculty are better able to build and maintain relationships with the candidates we serve.

**Program Description**

The Psy.D. School Psychology program is a doctorate-level degree that prepares candidates to become licensed-eligible psychologists. The curriculum emphasizes the psychologist as a “scientist-practitioner,” training candidates to apply the principles of psychology and education to support school-wide academic and emotional programs. This approach ensures that candidates are well-equipped to integrate scientific research with practical application, enabling the development of effective interventions and support systems to promote the well-being and academic success of students.

Throughout the program, candidates will gain comprehensive knowledge and skills in assessment, intervention, consultation, and research. The curriculum covers a wide range of topics, including developmental psychology, cognitive-behavioral therapy, psychometrics, and educational law and ethics. Additionally, candidates will engage in hands-on training through supervised practicum experiences and internships in diverse educational and clinical settings.

Upon graduation, candidates will become licensed-eligible psychologists with the credentials to work in a variety of settings, including the following:

* Pre-K-12 Schools: Support students' academic, social, and emotional development through assessments, counseling, and collaboration with educators and parents.
* Hospitals: Provide psychological services to children and adolescents in medical settings, addressing mental health issues and supporting overall well-being.
* Residential Facilities: Work with youth in residential treatment centers, offering therapeutic interventions and support for those with emotional and behavioral challenges.
* Higher Education: Engage in teaching, research, and student support services within colleges and universities.
* Private Practice: Conduct assessments and collaborate with families and community members to identify student needs and provide evidence-based interventions and support.
* Outpatient Clinics: Provide individual therapy, psychoeducation, group therapy and wraparound support, as well as behavioral health interventions to children.
* Supervision and Training: Provide supervision and training to other school psychologists, interns, residents, and mental health professionals to ensure high standards of assessment, intervention, and care.

Program graduates are well-prepared to meet the diverse needs of the communities they serve, to make a positive impact on the lives of individuals, and to contribute to the advancement of the field of school psychology.

**Program Goals**

* Enhance the school and community through service learning, practical experiences, and volunteerism, validated through supervisor ratings, reflections, and quantitative and qualitative methodologies.
* Promote life-long learning through attendance at local, state, regional, and national conferences.
* Integrate psychological practices to improve social, emotional, academic, and behavior outcomes for students through indirect and direct service delivery models (e.g., individual and group counseling, consultation and collaboration, psychoeducational assessments).
* Advocate for the rights of others by increasing social awareness and engaging in policy reform.
* Strengthen the awareness and adherence to the Code of Professional Conduct as outlined in Chapter 181-87 of the WAC and the NASP and the American Psychological Association (APA) ethical, legal, and professional practices.
* Understand the variation of differences between disadvantage and disabilities as it applies to student development and learning.
* Conduct and disseminate research in school psychology that addresses critical issues in education, mental health, and child development, contributing to the knowledge base and best practices in the field.
* Develop scientist-practitioners in school psychology who are skilled in both the application of psychological principles and the conduct of research, preparing them to contribute to the evidence base and engage in data-driven decision-making in their professional practice.

**Continuous Program Improvement**

The Psy.D. School Psychology program values continuous program improvement. Consequently, the program’s outcome assessment process is a structured, multi-step approach aimed at continuous improvement through feedback mechanisms that include external stakeholders. Faculty regularly review student level achievement and program outcome data, including enrollment and admission data as well as outcomes of individual profession-wide competencies and discipline-specific knowledge assessment, graduate employment data, and program climate data. Practicum and internship supervisors also provide critical feedback on the strengths and areas for improvement within the program, helping faculty refine coursework, support structures, and field experiences to better prepare students for their professional roles.

**Professional Education Advisory Board (PEAB)**

Qualitative data are collected from members of the professional communities. The State of Washington mandates that all educator preparation programs establish a Professional Educator Standards Board (PEAB), which includes a teacher appointed by the Washington Education Association, a building level leader appointed by the Association of Washington School Principals, a district level leader appointed by the Washington Association of School Administrators, and three school psychologists appointed by the Washington State Association of School Psychologists (WSASP). The School Psychology PEAB meets three times a year to review program data and its alignment with program goals. Based on their review, members may recommend programmatic changes for consideration by the Psy.D. School Psychology program.

**Annual Program Report**

At the end of each academic year, the Psy.D. School Psychology program provides an Annual Program Report to the Dean of the SOE. This report highlights the on-campus and community activities and outreach services, initiatives and recruitment objectives, candidate and faculty recognitions and achievements, and a summary of practicum and internship experiences. The Dean uses this information to provide program specific feedback and recommendations for the following academic year. The Psy.D. School Psychology program seeks ways to incorporate this feedback in its departmental meetings.

**Learner Outcome Report**

Each year, the School Psychology program undergoes an additional level of program review through the completion of the Learner Outcome Report reviewed by Gonzaga University’s Assessment Committee. This report examines data from key assessments aligned to the program’s student learner objective to document progress towards meeting program goals. The program must collect and report aggregated data aligned to each student learning objective within a four-year time frame. After Gonzaga University’s Assessment Committee reviews the report, feedback and recommendations are provided to the program.

**7-Year Program Review**

Gonzaga University requires all academic programs to complete an internal self-study that examines a range of data, including enrollment and completion trends, graduate employment outcomes, student evaluations of teaching, class sizes, faculty course loads, and progress toward diversity, equity, and inclusion (DEI) initiatives, among other indicators.

**Application Process for the Psy.D. Program**

The Psy.D. program requires a minimum of 109 semester hours beyond the baccalaureate degree with strict adherence to meeting the standards set forth by the PESB, OSPI, NASP, and APA.

**Minimum Admission Requirements**

Admissions criteria for the Psy.D. program focus solely on factors directly related to academic and professional readiness, such as prior academic achievement, relevant experience, and demonstrated potential for success in the field of school psychology. The program does not discriminate or impose requirements or practices that create significant or disproportionate burdens based on cultural or individual differences including (but not limited to) age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, or socioeconomic status.

1. An appropriate bachelor’s degree such as psychology, education-related, or counseling-related from a regionally accredited institution
2. A minimum undergraduate grade point average of 3.5 or graduate grade point average of 3.5 (if applicable)
3. Three letters of reference from individuals who can attest to the candidate’s leadership, interpersonal skills, critical thinking, judgment, professional practice, and your ability and capacity to complete a graduate degree
4. A statement of purpose addressing the reasons why the candidate is interested in joining the Psy.D. in School Psychology program
5. Resumé or Curriculum Vitae
6. Evidence of a high degree of professional dispositions and personal and social maturity as indicated by a study of the candidate’s record and a group interview with school psychology faculty and current graduate candidates

In addition to the requirements listed above, candidates are ***recommended*** to have completed the following courses or equivalent at either the undergraduate or graduate level:

* Introductory psychology
	+ - * Child development
			* Research methods
			* Statistics
			* Psychopathology

**Admissions Timeline**

Applications typically open at the beginning of the fall semester, one year prior to the start date in which the candidate would begin. The School Psychology program has adopted a priority deadline of January 15th. After the priority deadline, the program’s core faculty members conduct an initial candidate review of the completed application materials. Upon successful review, an invitation to interview with faculty and current graduate candidates may be extended to the candidate. At that point, admission into the program may be offered to the candidate. Candidates are strongly encouraged to complete their applications prior to the priority deadline. Doing so guarantees consideration for the program as well as consideration for graduate assistantships and/or scholarships. If the cohort is not filled at the priority deadline, completed applications will be considered on an ongoing basis until the cohort is filled.

Admission to the program carries with it the responsibility to uphold the published WAC Code of Professional Conduct, and ethical standards of the NASP and the APA. For a detailed list of these standards, please refer to the *Ethical and Professional Practices for School Psychologists* (NASP, 2019), the APA’s [website](https://www.apa.org/ethics/code) and the [WAC Code](https://apps.leg.wa.gov/wac/default.aspx?cite=196-27A) of Professional Conduct. Violation of the Professional Code of Conduct or the ethical standards of NASP/APA may result in termination from the program.

**Waiver and Transfer of Credits from Other Universities**

For those candidates who have been admitted into the program and have previously completed graduate coursework at another university, please contact the program director to set up an initial advising session to determine whether any of the previously completed coursework can be waived or transferred into your program of study. This typically involves submitting a copy of the syllabus and/or an official course description of each course that the candidate intends to request to transfer. The program director, in collaboration with the advisor, will review the documents to verify the relevancy and equivalency of the course content. To be considered, the grade for each request must be at least a ‘B’ and earned within the previous seven years. It is Gonzaga University policy that an incoming candidate may waive/transfer in up to 1/5 of program credits. For more details, please visit this [site](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information).

**Transfer of Cognitive Assessment Credit**

For those candidates who have completed a Cognitive Assessment course from another university and wish to transfer in their credits, candidates must submit a videoed administration of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), its corresponding test record, and a written psychoeducational report of the test results to the program director or the program director’s designee. The administration, test record, and report are reviewed to determine the competency of the candidate and whether the requested credits can be transferred.

**Transfer of Internship Credits**

Per [WAC 181-78A-307](https://apps.leg.wa.gov/wac/default.aspx?cite=181-78A-307), the educator preparation program providers may waive required coursework or waive or reduce in length the required internship for any candidate, if the provider determines based on individual review that previous coursework, work experiences, or alternative learning experiences have or will provide the candidate knowledge and skills to be otherwise gained from the required course work or internship. Based upon WAC 181-78A-307, the Department of School Psychology may allow candidates who have previously completed a master’s degree in school psychology from another university and have completed a year-long internship to transfer no more than *750 of the 1200 clock hours required toward the internship hours at the Education Specialists (Ed.S.) level.\**

**Degree Requirements**

The Psy.D. program uses a cohort model, which allows our candidates to build better relationships with the individuals who one day become their colleagues.

All students are required to complete a minimum of three full-time academic years of study in addition to an internship prior to completing the Psy.D., with at least two of the three years having been completed within the Psy.D. program at Gonzaga University. All program requirements, including the internship, must be satisfactorily completed prior to being awarded the degree.

Students may enter the Psy.D. program at Gonzaga through one of two pathways: the 5-year, post-baccalaureate pathway or the 3-year post-certification pathway, depending upon whether they have completed foundational coursework in school psychology or an equivalent program at a regionally accredited university. All students must complete at least two years in residence at Gonzaga University and must complete the required internship as a full-time student in the Gonzaga Psy.D. program.

All students must, at minimum, complete one year as a full-time resident of the Gonzaga University Psy.D. program. As a cohort-based program, both pathways require students to maintain full-time, in-person enrollment to foster collaboration, continuity, and engagement in the learning community. Residency facilitates student development, providing opportunities for students to work closely with faculty to acquire the necessary dispositions and values, while also becoming familiar with the language and vocabulary of the field. Residency also permits students to participate in seminars, discussions, professional development, and research that would otherwise be difficult. Full time student residency allows faculty to perform their professional and ethical responsibilities to ensure that students in training gain interpersonal competence as well as competence to manage appropriate and effective relationships, a key competency that defines professional expertise. Student assessment in residency ensures that graduates have emotional stability and personal fitness for practice.

As the Psy.D. School Psychology program uses a cohort model, students are strongly discouraged from enrolling under part-time status. Students wishing to switch to part-time status are required to meet with the program director and the student’s advisor, who work with the student to explore avenues to help students retain full-time status.

As outlined by Gonzaga University’s Academic Policy, all candidates must complete their program of study within five years of their start date. For additional details, please refer to the [course catalog](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information).

**Program of Study – Post-Baccalaureate Sequence**

**First Year – Fall**

|  |  |
| --- | --- |
| EDSS 701 Psychology of Children with Exceptionalities | 3 semester hrs.  |
| EDSS 788 Developmental Bases of Behavior | 3 semester hrs.  |
| EDSS 730 Assessment in School Settings | 3 semester hrs. |
| EDSS 710 History and Systems of Psychology | 3 semester hrs. |
| **Total** | **12 semester hrs.** |

**First Year – Spring**

|  |  |
| --- | --- |
| EDSS 755 Multi-tiered/Multi-Disciplinary Systems of Support | 3 semester hrs.  |
| EDSS 770 Neuropsychology and Cognitive Assessment | 4 semester hrs.  |
| EDCE 780 Social-Emotional Assessment Across School and Home | 3 semester hrs. |
| EDSS 715 Introduction to Research in Education and Psychology | 3 semester hrs. |
| **Total** | **13 semester hrs.** |

**First Year – Summer**

|  |  |
| --- | --- |
| EDSS 787 Child and Adolescent Counseling | 3 semester hrs.  |
| EDSS 735 Counseling Theories | 3 semester hrs.  |
| **Total** | **6 semester hrs.** |

**Second Year – Fall**

|  |  |
| --- | --- |
| EDSS 740 Ethical and Legal Issues in School Psychology | 3 semester hrs.  |
| EDSS 750 Applied Behavioral Analysis: A School System Approach | 3 semester hrs.  |
| EDSS 726 Culture and Diversity | 3 semester hrs. |
| EDSS 797A Practicum in School Psychology K-12 | 3 semester hrs. |
| **Total** | **12 semester hrs.** |

**Second Year – Spring**

|  |  |
| --- | --- |
| EDLA 741 Educational Leadership and Community | 3 semester hrs.  |
| EDSS 760 Consultation and Collaboration in School Psychology | 3 semester hrs.  |
| EDSS 785 Advanced Diagnostic Assessment | 3 semester hrs. |
| EDSS 745A Statistics I (Basic) | 3 semester hrs. |
| EDSS 797B Practicum in School Psychology K-12 | 3 semester hrs.  |
| **Total** | **15 semester hrs.**  |

**Second Year – Summer**

|  |  |
| --- | --- |
| EDSS 712 School Safety, Crisis Preparation, and Crisis Response | 3 semester hrs.  |
| EDSS 727 Group Process and Facilitation | 3 semester hrs.  |
| **Total** | **6 semester hrs.**  |

**Third Year – Fall**

|  |  |
| --- | --- |
| EDSS 789 Biological Bases of Behavior | 3 semester hrs.  |
| EDSS 791 Cognitive Bases of Behavior | 3 semester hrs.  |
| EDSS 723 Qualitative Research Methods and Design | 3 semester hrs. |
| EDSS 720 Research Seminar in School Psychology | 0 semester hrs. |
| \*EDSS 745B Statistics II (Intermediate) | 3 semester hrs. |
| **Total** | **12 semester hrs.** |

*\*Prerequisite: EDSS 745A Statistics I or the equivalent from an accredited institution to take this course.*

**Third Year – Spring**

|  |  |
| --- | --- |
| EDSS 796 Affective Bases of Behavior and Psychopathology | 3 semester hrs.  |
| EDSS 721A Dissertation Proposal I | 1 semester hrs.  |
| EDCE 775 Personality Assessment | 3 semester hrs. |
| EDSS 722 Quantitative Research Methods and Design | 3 semester hrs. |
| **Total** | **10 semester hrs.** |

**Fourth Year – Fall**

|  |  |
| --- | --- |
| EDSS 794A Clinical Supervision I | 2 semester hrs.  |
| EDSS 776 Consultation and Program Evaluation | 3 semester hrs.  |
| EDSS 721B Dissertation Proposal II | 1 semester hrs. |
| EDSS 777 Psychometric Theory | 3 semester hrs. |
| **Total** | **9 semester hrs.**  |

**Fourth Year – Spring**

|  |  |
| --- | --- |
| EDSS 795 Clinical Practicum | 3 semester hrs.  |
| EDSS 794B Clinical Supervision II | 2 semester hrs.  |
| EDSS 736 Dissertation Defense | 2 semester hrs. |
| EDSS 781 Social Bases of Behavior | 3 semester hrs. |
| **Total** | **10 semester hrs.**  |

**Fifth Year – Fall**

|  |  |
| --- | --- |
| EDSS 798A Doctoral Internship in School Psychology K-12 | 1 semester hrs.  |
| EDSS 790A Professional Portfolio in School Psychology I | 1 semester hrs.  |
| **Total** | **2 semester hrs.**  |

**Fifth Year – Spring**

|  |  |
| --- | --- |
| EDSS 798B Doctoral Internship in School Psychology K-12 | 1 semester hrs.  |
| **Total** | **1 semester hrs.**  |

**Program of Study – Post-Certification Sequence**

The three-year, 45-credit program of study is based upon candidates maintaining a full-time status within the program. As the School Psychology Program uses a cohort model, candidates are not recommended to enroll in the program under part-time status. Should a candidate require switching to part-time status, the candidate is strongly encouraged to speak to the program director and the candidate’s advisor. As outlined by Gonzaga University’s Academic Policy, all candidates must complete their program of study within five years of their start date. For additional details, please refer to the [course catalog](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information).

**First Year – Fall**

|  |  |
| --- | --- |
| EDSS 789 Biological Bases of Behavior | 3 semester hrs.  |
| EDSS 791 Cognitive Bases of Behavior | 3 semester hrs.  |
| EDSS 723 Qualitative Research Methods and Design | 3 semester hrs. |
| EDSS 720 Research Seminar in School Psychology | 0 semester hrs. |
| \*EDSS 745B Statistics II (Intermediate) | 3 semester hrs. |
| **Total** | **12 semester hrs.** |

*\*Prerequisite: EDSS 745A Statistics I or the equivalent from an accredited institution to take this course.*

**First Year – Spring**

|  |  |
| --- | --- |
| EDSS 796 Affective Bases of Behavior and Psychopathology | 3 semester hrs.  |
| EDSS 721A Dissertation Proposal I | 1 semester hrs.  |
| EDCE 775 Personality Assessment | 3 semester hrs. |
| EDSS 722 Quantitative Research Methods and Design | 3 semester hrs. |
| **Total** | **10 semester hrs.** |

**Second Year – Fall**

|  |  |
| --- | --- |
| EDSS 794A Clinical Supervision I | 2 semester hrs.  |
| EDSS 776 Consultation and Program Evaluation | 3 semester hrs.  |
| EDSS 721B Dissertation Proposal II | 1 semester hrs. |
| EDSS 777 Psychometric Theory | 3 semester hrs. |
| **Total** | **9 semester hrs.**  |

**Second Year – Spring**

|  |  |
| --- | --- |
| EDSS 795 Clinical Practicum | 3 semester hrs.  |
| EDSS 794B Clinical Supervision II | 2 semester hrs.  |
| EDSS 736 Dissertation Defense | 2 semester hrs. |
| EDSS 781 Social Bases of Behavior | 3 semester hrs. |
| **Total** | **10 semester hrs.**  |

**Third Year – Fall**

|  |  |
| --- | --- |
| EDSS 798A Doctoral Internship in School Psychology K-12 | 1 semester hrs.  |
| EDSS 790A Professional Portfolio in School Psychology I | 1 semester hrs.  |
| **Total** | **2 semester hrs.**  |

**Third Year – Spring**

|  |  |
| --- | --- |
| EDSS 798B Doctoral Internship in School Psychology K-12 | 1 semester hrs.  |
| **Total** | **1 semester hrs.** |

**Course Descriptions**

**EDSS 730: Assessment in School Settings**

This course covers various assessment procedures such as psychometric testing, professional-constructed tests, achievement tests, and observational methods. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Candidates are introduced to the emerging assessment procedures used in schools including universal screening and progress monitoring procedures.

**EDSS 735: Counseling Theories**

Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation.

**EDSS 701: Psychology of Children with Exceptionalities**

This course offers candidates a comprehensive exploration of special education, focusing on the etiology, characteristics, and assessment of various conditions. It examines the historical, philosophical, and political dimensions of special education, alongside the pedagogical implications of both past and contemporary practices. Critical analysis of educational placement decisions and the principle of least restrictive environments is emphasized, ensuring candidates understand the complex factors influencing educational outcomes for students with diverse needs.

**EDSS 787: Child and Adolescent Counseling**

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will particularly work with the implementation of Cognitive Behavioral Therapy (CBT) as a model for working with elementary, junior high and/or high school students who struggle with social, emotional, and behavioral challenges.

**EDSS 780: Social-Emotional Assessment Across School and Home**

Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem-solving approach is utilized with training in reviewing, interviewing, observing and testing children and adolescents. Major tests considered and applied within this course include rating scales and formal assessments used to diagnose more specific disorders.

**EDSS 712: School Safety, Crisis Preparation, and Crisis Response**

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

**EDSS 726: Culture and Diversity\***

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education, 3 28 regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, sexual orientation, religious perspective, or ability level. Candidates will explore diversity from a local and global perspective.

**EDSS 741: Educational Leadership and Community**

The purpose of this course is to advance candidates understanding of school and community relationships by applying and promoting a culture of learning that is respectful of all stakeholders. This course will address the significant aspects of developing school and community partnerships that create supports for the academic, social, and emotional needs of students.

**EDSS 760: Consultation and Collaboration in School Psychology**

Through this course, students develop a working knowledge of the systematic and collaborative approaches to consultation. As such, several consultation models are introduced. Skills needed to engage school personnel, community professionals, and the family as a team in developing evidence-based interventions which are designed to enhance the mental health, behavioral, and learning competencies of children and adolescents are emphasized.

**EDSS 727: Group Process and Facilitation**

This course is an introduction to the theory and practice of group counseling. Students gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course focuses on historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factor’s, leadership orientations and styles, process, counseling theories, group counseling methods, 3 29 and skills. Students refine their theory and skills, and they integrate the theoretical and experiential understandings of group theory and practice.

**EDSS 755: Multi-Tiered/Multi-Disciplinary Systems of Support**

The provision of effective educational programs and related services for students with disabilities requires school-based professionals to partner with each other, community-based professionals, parents, and the students themselves using a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. This course addresses the knowledge, skills, and dispositions required of school psychologists together with significant professional others, in program and/or service delivery. Topics include models of collaborative assessment, skills required for effective intervention planning and implementation, progress monitoring, conflict management, and strategies to address obstacles encountered in collaboration.

**EDSS 790A&B: Professional Portfolio in School Psychology**

The purpose of this seminar is twofold: 1) to crystalize learnings over the course of the semester accomplished through observations and reflections, and 2) to document how these curricular experiences apply to professional practice using NASP Domains as a frame of reference. In overall perspective, the development of a School Psychology Portfolio serves as evidence students’ knowledge and competence in the NASP standards for training and practice and to demonstrate their readiness for the Internship in School Psychology. In the final semester of the program, students provide a formal presentation to faculty as a culminating academic experience.

**EDSS 796: Affective Bases of Behavior and Psychopathology**

This course provides candidates with an overview of the affective bases of behavior, including affect, mood, and emotion. Specific topics addressed include social learning theory, motivation, self- efficacy, social influence, resilience, and positive psychology. The course also focuses on psychopathology and the diagnosis of various mental health disorders. The development of aggression, depression, and anxiety disorders are emphasized.

**EDSS 789: Biological Bases of Behavior**

This course provides candidates with current understandings of how biological functions can alter overt behavior. Course content includes the anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurological and psychiatric conditions, and how brain functions are assessed using neuropsychological test and assessment batteries. An additional emphasis of the course is how understanding biological/behavioral interactions can be used when designing interventions for socially significant human problems.

**EDSS 795: Clinical Practicum**

This practicum allows candidates to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation, and clinical services to children, adolescents, families, and adults. Candidates gain clinical experience under the supervision of licensed mental health professionals in a variety of settings.

**EDSS 794A: Clinical Supervision I**

This course addresses current topics related to the supervision of psychological services in schools and other settings. The primary focus of the course is on supervision of services provided to children and adolescents. The course utilizes didactic instruction and practical application. Through didactic instruction candidates gain a greater understanding of how to administer comprehensive school psychological services using evidence-based practice. Candidates learn how to use organizational principles including: service delivery, climate, physical, personnel and fiscal support systems, professional communication, supervision and mentoring, and professional development and recognition systems. Candidates utilize their didactic knowledge as they provide direct supervision to other school psychology candidates who are completing practicum and internship experiences at the Ed.S. level. Candidates are expected to be involved in the teaching/learning process as participants, presenters, supervisors, and discussion facilitators.

**EDSS 794B: Clinical Supervision II**

This course takes place the semester after Clinical Supervision I and is a continuation of Clinical Supervision I.

**EDSS 791: Cognitive Bases of Behavior**

This course utilizes information processing theory as a foundation for understanding human cognition and its correlates. This includes a basic understanding of sensory, short-term, and working memory as well as long-term memory structures and models. Additionally, topics such as how beliefs about self, knowledge, and intelligence impact human behavior as well as ways to foster cognitive growth are discussed. Candidates gain knowledge on how cognition impacts 3 32 students within the classroom in the areas of reading, writing, math, and science.

**EDSS 776: Consultation and Program Evaluation**

This course prepares candidates for professional roles as an applied behavioral consultant and/or program evaluator. The course focuses on the dynamics of working with groups in a variety of settings and on developing effective interventions at a systemic level in a culturally responsive manner. It also provides the knowledge, skills, perspectives, and reflective practice candidates need to conduct a program evaluation in human service agencies. A range of exercises are used to give each candidate an opportunity to become familiar with issues involved in consultation and program evaluation.

**EDSS 788: Developmental Bases of Behavior**

This course provides candidates with a critical examination of the multifaceted influences responsible for the diverse outcomes in human development. Emphasis is placed on contemporary views regarding genetics, contextualism, and multi-levels of development. In addition, a review of major research issues and practical application of developmental theory is provided as well as ways in which normal development differs across cultures.

**EDSS 721A: Dissertation Proposal I**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

**EDSS 721B: Dissertation Proposal II**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

**EDSS 736: Dissertation Defense**

The purpose of this course is to support candidates in the completion of their dissertation. Activities include finalizing the writing of the dissertation as well as preparing an oral defense presentation for the dissertation committee. Candidates meet for class, as well as with their dissertation advisor, to facilitate the steps leading to a successful defense and final approval of their dissertation by their dissertation committee.

**EDSS 798A: Doctoral Internship I**

The school psychology doctoral internship is a comprehensive experience in professional psychology through which candidates apply and integrate the knowledge they obtained through course work and practicum experiences. The emphasis is on practicing and integrating skills and knowledge already learned, not on learning new technical skills. However, several candidates may learn new skills that are specific to their area of interest. The purpose of the university-based meetings is to provide a forum for candidates to discuss issues related to the internship experience and to develop a network of professional relationships which supports future career development. Meetings include discussions of ethical and legal issues, case material, peer consultation activities, and lectures about topics relevant to the practice of school psychology.

**EDSS 798B: Doctoral Internship II**

This course takes place in the spring semester of the school psychology doctoral internship and is a continuation of Doctoral Internship I. Candidates must successfully complete the 1500-hour doctoral internship to complete the program.

**EDSS 775: Personality Assessment**

This course provides an in-depth study of major personality theories. In addition, candidates are taught to administer, score, and interpret projective and objective tests and assessments as part of a global assessment of social, affective, and behavioral functioning. Candidates use this information to inform diagnoses as well as use the testing and assessment results to inform intervention and instructional practices.

**EDSS 777: Psychometric Theory**

This course provides candidates with an understanding of the principles and practices underlying the construction, use, and interpretation of psychological and educational tests and assessments. There are two general facets to the field of psychometrics: (a) test and assessment development and (b) the theory and methods to analyze and evaluate the resulting test and assessment data. This course introduces these facets and includes instruction on classical test theory, generalizability theory, and item response theory.

**EDSS 723: Qualitative Research Methods and Design**

The purpose of this course is to provide candidates with an introduction to the philosophical, conceptual, and practical basis of qualitative research. This course prepares candidates with the skills necessary to conduct field research using qualitative methods and perspectives. This course also introduces candidates to the development of qualitative research questions, qualitative data collection techniques, and qualitative analyses. Finally, this course provides candidates with an introduction to writing a qualitative research proposal.

**EDSS 722: Quantitative Research Methods and Design**

This course teaches candidates how to determine appropriate methods of analysis, documenting the results obtained, and interpreting an analysis in everyday terms. A variety of multivariate research designs, appropriate statistical techniques used with each design, and their application in experimental and clinical research settings are taught.

**EDSS 720: Research Seminar in School Psychology**

This course has three primary purposes: 1) to provide an orientation to the research expertise among school psychology program faculty, school of education faculty, and other scholars; 2) to foster an identity as a professional psychologist within the framework of the scientist–practitioner model; and 3) to develop an understanding of ethics as they relate to the conduct of research with human participants and the requirements of Gonzaga University's Institutional Review Board. In addition, this course provides a forum for all faculty and candidates in the program to exchange ideas about psychology and the application of scientific methods to a study of human behavior.

**EDSS 781: Social Bases of Behavior**

This course provides candidates with information on the theoretical perspectives, research methods, and empirical findings in contemporary social bases of behavior, and explores the social behavior of individuals and groups. Further, this course focuses on how individuals think about the world, how they understand themselves and others, and how they formulate perspectives on the world. In addition, the development of prejudice and stereotypes is addressed. Specifically, social psychological research on social perception and social cognition, attitude formation, persuasion, obedience and compliance, prosocial behavior, and fairness in social relationships are examined to provide a deeper understanding of contemporary clinical and social psychological issues related to class, culture, sexuality, and race.

**EDSS 745A: Statistics I**

This course instructs candidates on the use and interpretation of descriptive and basic inferential statistics. Topics include frequency distributions, hypothesis testing, measures of central tendency, measures of variability, shapes of distributions, standard scores, scattergrams, correlational analysis, t-tests, Chi-square, and one-way ANOVA. Candidates also learn how to apply probability to interpret the fidelity of group design research.

**EDSS 745B: Statistics II**

The purpose of this course is to provide candidates with a variety of multivariate research designs in experimental and clinical research settings. Additionally, candidates are taught appropriate statistical techniques to analyze, interpret, and disseminate results of multivariate research. Emphasis for this course includes knowledge of the skills necessary to conduct research using multiple regression, factor analysis, multivariate analysis of variance. In addition, an introduction to path analysis, structural equation modeling, and other multivariate analyses is provided.

**EDSS 740: Ethical and Legal Issues in School Psychology**

This course introduces candidates to the legal and ethical issues surrounding general and special education. Special attention is given to the rights of families with children who have developmental disabilities. Candidates become well versed in legal requirements laid forth in Public Law 105-17 and Public Law 99-457. Candidates come to understand the components of a well-planned individual education program. In addition, candidates respond to case scenarios that require action throughout the provision of providing a Free and Appropriate Public Education. An emphasis is made regarding disagreements that occur within the school 3 38 context and how to avoid administrative/legal remedies.

**EDSS 710: History and Systems of Psychology**

This course provides a framework for examining the historical, philosophical, and theoretical progressions in the field of psychology. This course addresses the fundamentals of scientific thinking and how it has influenced modern psychology. Emphasis is placed on how scientific thinking has influenced different views of human nature, the self, and social contexts.

**EDSS 715: Introduction to Research in Education and Psychology**

This course presents the various procedures used for school-based research. Candidates are taught how to evaluate research based on social validity, statistical outcomes, research ethics, and practical application. In addition, candidates learn how to evaluate individual student outcomes using single subject design methodology. The course is intended to provide candidates with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically, and apply this mindset to the evaluation of clinical interventions and educational programs.

**EDSS 750: Applied Behavioral Analysis**

This course provides an advanced introduction to the basic principles of learning and effective/practical procedures based upon those principles. Candidates conduct an applied research study using a single subject design. The course is designed to teach candidates how to assess the variables responsible for maintaining problem behavior. Indirect and direct functional behavioral assessments are taught, and candidates learn how to use the results of functional behavioral assessment to develop prevention, antecedent, and consequence-based interventions. Lastly, 3 39 candidates learn how to develop intervention plans that do not utilize an aversive stimulus.

**EDSS 770: Neuropsychology and Cognitive Assessment**

This course provides practice in administering and processing the outcomes of neuropsychological batteries and major cognitive tests. Students are expected to score test records, interpret outcomes, write reports, and communicate results to demonstrate the knowledge and skills needed to make ethical and evidence-supported decisions, using reliable and valid assessments appropriate for use with individuals from diverse backgrounds, and in collaboration with others.

**EDSS 785: Advanced Diagnostic Assessment**

This assessment course prepares students to conduct diagnosis and classification in accordance with multiple theories existing in the clinical and educational research. Students utilize cognitive, academic, and social/emotional data in developing hypotheses regarding the presence of learning and social-emotional disorders and in planning for intervention delivery. The course emphasizes the complex variables of culture, environment and language in making inferences regarding the presence of a disability.

**EDSS 797A: Practicum in School Psychology K-12**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 797B: Practicum in School Psychology K-12**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**Dissertation Proposal and Defense**

The Psy.D. program at Gonzaga University culminates in a dissertation that reflects the student's ability to conduct high-quality research in the field of psychology. This dissertation is a critical component of the program, designed to demonstrate the student’s expertise, research skills, and ability to contribute to the body of knowledge in psychology.

Our program faculty offer various dissertation project options to advance psychological practice and research. These include empirical research studies using qualitative, quantitative, or mixed methods to analyze relevant issues, and clinical case studies utilizing archival clinical information to develop theories, practices, and training in psychology. Program evaluations assess treatment or mental health promotion/prevention programs, including community needs analyses and service delivery evaluations. Resource development projects draw on scholarly literature to create practical professional resources like workshops or training manuals. Additionally, critical analyses of the literature involve synthesizing, analyzing, and critiquing empirical findings and theories related to specific clinical problems. Exemplars of dissertation types can be found [here.](https://www.fuller.edu/wp-content/uploads/2018/08/Fuller_PsyDDissertationDocument.pdf) The typical page length for Psy.D. dissertations can vary widely depending on the nature of the research and tend to be between 100 and 150 pages in length. This includes all chapters, such as the introduction, literature review, methodology, results, discussion, references, and appendices. Some dissertations may be shorter or longer based on the depth of the research and the complexity of the study.

**Roles and Responsibilities**

To assist in the successful completion of the dissertation, all students are required to assemble a committee composed of faculty, scholars, and/or practitioners to offer guidance, feedback, and final review of the student’s dissertation. This committee must be composed of at least three individuals, one of whom **must** be a member of the core school psychology program faculty. Additionally, one of these members will serve as the student’s dissertation chair, who will be the lead advisor for the student’s dissertation. Second and third-member selections should be made in conjunction with the dissertation chair. Students are encouraged to form their committees early in their dissertation planning and to select members with sufficient background knowledge of their area of inquiry. All committee members, including the chair, second, and third members, must maintain professional and respectful communication, respond to each other in a timely manner, and invest the appropriate amount of time and effort into the mentorship relationship. Any adjustments to these responsibilities can be made through mutual agreement.

*Responsibilities of the Dissertation Chair:* The chair is responsible for guiding and supporting the student's intellectual development, particularly concerning the dissertation project. This includes providing ongoing mentorship, ensuring the student progresses toward timely degree completion, and fostering a productive academic and professional relationship. They will provide the following:

Timely Communication and Feedback:

* Respond to requests for meetings within a reasonable timeframe, typically within one week.
* Provide written feedback on submitted dissertation documents within two weeks, unless a different timeline has been mutually agreed upon due to extenuating circumstances.

Conceptual Guidance:

* Offer advice on the overall structure and theoretical framework of the dissertation, ensuring alignment with the student’s research goals and questions.
* Assist the student in refining their research questions and methodologies, particularly those related to action research.

IRB Support:

* Guide the student through the Institutional Review Board (IRB) proposal and amendment process, including serving as the Principal Investigator (PI) for the student’s IRB protocol.

Evaluation of Work:

* Assess the student’s progress on key dissertation milestones, providing specific feedback on both conceptual clarity and the quality of writing.
* Conduct close copyediting on at least one draft of each section of the dissertation and advise the student to seek professional copyediting services if necessary.

Post-Dissertation Planning:

* Support the student in planning for the dissemination of dissertation findings, including advising on potential publications, presentations, or other scholarly activities.
* Offer to co-author any publishable manuscripts that arise from the dissertation, with the student as the primary author.

*Responsibilities of the Second/Third Members:* The second and third committee members, who must hold a doctoral degree in psychology, education, or a closely related field, are responsible for providing additional expertise and perspectives on the dissertation project. They support the student by offering specialized knowledge, contributing to the evaluation of the dissertation, and ensuring the quality and rigor of the research. They will provide the following:

Expert Feedback and Guidance:

* Provide the student with specialized knowledge and feedback related to their area of expertise, particularly in refining the research design, methodology, and analysis.

Evaluation of Dissertation Components:

* Review and evaluate drafts of the dissertation, offering constructive feedback to enhance the quality and rigor of the research.
* Participate in the formal evaluation process, including the dissertation proposal defense and the final dissertation defense.

Collaborative Support:

* Work collaboratively with the chair and other committee members to ensure the student’s dissertation meets the program’s standards and contributes to the field of psychology or education.

IRB and Ethical Considerations:

* Provide input on the IRB process as it relates to the student’s research, ensuring that all ethical standards are met.

*Responsibilities of the Student:* The student is responsible for diligently engaging in the program, dedicating sufficient time to dissertation-related tasks, and proactively seeking feedback and guidance from the chair. The student should maintain a commitment to producing high-quality scholarly work. They will provide the following:

Active Communication:

* Maintain regular and proactive communication with the chair and committee members, including providing updates on progress and notifying them of any expected delays or gaps in communication.

Academic Standing and Program Requirements:

* Ensure compliance with all university requirements for maintaining satisfactory academic standing and adhere to the processes outlined by the Graduate Education office for doctoral completion.
* Fulfill all program-specific requirements, including submitting and revising the Individual Plan of Study (iPOS), securing second and third committee members, and submitting IRB proposals and amendments as needed.

Timely Submission and Revision:

* Meet agreed-upon deadlines for draft submissions, ensuring the drafts meet the chair’s and committee members’ reasonable expectations.
* Respond to feedback with well-considered revisions, seeking additional professional support (such as copyediting) when directed by the chair

Dissemination and Post-Graduation Communication:

* Develop and share plans for disseminating dissertation findings, including discussing potential publications and future collaborations with the chair and committee members.
* Maintain communication with the chair and committee members after graduation regarding any ongoing or future dissemination efforts, particularly concerning authorship of any related publications.

**Dissertation Timeline and Defense Procedures**

Based on the candidate’s entry point into the program (post-bac or post-cert), these timelines may vary. Additionally, the timeline can shift due to the requirements of the internship and the availability of participants for data collection.

**Pre-Internship Phase**

*Year 1-2*

* Coursework and identification of a research topic.
* Complete the online [CITI Training for Human Research](https://www.gonzaga.edu/about/offices-services/institutional-review-board/citi-training-for-human-research) at Gonzaga University
* Identify committee members and make contact. Committee members may also agree to participate even if they are outside the university, if they possess qualifications that ensure they can provide expert guidance and rigorous evaluation of the candidate's research. Typically, committee members should hold a doctoral degree in psychology or a closely related field, have significant experience in both research and clinical practice, and be actively engaged in professional activities relevant to the dissertation topic. At least one member should be a licensed psychologist, and all members should have demonstrated expertise in the specific area of the candidate's research to provide comprehensive and informed feedback throughout the dissertation process.

*Year 3*

* Development of the dissertation proposal (prospectus). This involves extensive literature review, refining the research question, and designing the methodology.
* Before advancing to the internship phase, students must defend their dissertation proposal. The defense involves presenting the research plan to a committee of faculty members, who provide feedback and approval to proceed with the study.

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| Dissertation Proposal (Prospectus) | Chapter Description |
| Chapter 1: Introduction | Outlines the research question, the significance of the study, and the theoretical framework guiding the research. |
| Chapter 2: Literature Review | A comprehensive review of existing research relevant to the dissertation topic, identifying gaps the proposed research aims to fill. |
| Chapter 3: Methodology | Detailed description of the research design, including participants, procedures, instruments, and data analysis plan. |
| References | A list of all sources cited in the proposal. |

**Post-Proposal Defense Phase**

*Year 4-5*

* Completion of the internship while concurrently conducting the research as per the approved proposal.
* During the internship, students collect and analyze data, maintaining regular communication with their dissertation advisor. The process is iterative, with drafts of the dissertation being submitted to the candidate's dissertation chair for feedback and guidance.

**Internship Phase**

*Year 5*

* Finalization of the dissertation document, incorporating data analysis and discussion of findings.
* Once the dissertation is complete, the candidate reconvenes with their dissertation committee to defend their findings and conclusions. During this defense, the committee thoroughly reviews the dissertation, asking questions and evaluating the research's rigor and significance. Revisions may be suggested to enhance clarity, address any gaps, or refine the analysis. The candidate must incorporate these revisions into the final copy of the dissertation. Only after the committee is satisfied with the revisions and the overall quality of the work will they sign off on the dissertation as complete.

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| Dissertation Chapters | Chapter Description |
| Chapter 1: Introduction | Outlines the research question, the significance of the study, and the theoretical framework guiding the research. |
| Chapter 2: Literature Review | A comprehensive review of existing research relevant to the dissertation topic, identifying gaps the proposed research aims to fill.  |
| Chapter 3: Methodology | Detailed description of the research design, including participants, procedures, instruments, and data analysis plan. |
| Chapter 4: Results | Presentation of the research findings, including tables, figures, and narrative explanations. |
| Chapter 5: Analysis | Application of appropriate statistical or qualitative analysis techniques to interpret the collected data. |
| Chapter 6: Discussion | Interpretation of the results in the context of the existing literature, implications for practice, limitations of the study, and suggestions for future research. |
| References | Comprehensive list of all sources cited in the dissertation. |
| Appendices | Any additional material such as survey instruments, consent forms, or supplementary data. |

Upon successful defense and completion of the dissertation, students fulfill the requirements for the Psy.D. degree, highlighting their readiness to contribute to the field of psychology through research, practice, and scholarship.

**Program Curriculum Alignment with NASP Professional Practice Domains**

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| --- | --- |
| **NASP Domain & Description** | **Course Number** |
| **Data-Based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. | EDSS 630EDSS 670EDSS 685 |
| **Consultation and Collaboration:** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others | EDLA 641EDSS 627EDSS 660 |
| **Academic Interventions and Instructional Supports:** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. | EDCE 588EDSS 630EDSS 655EDSS 685 |
| **Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. | EDCE 587EDCE 639EDSS 601EDSS 650 |
| **School-Wide Practices to Promote Learning:** School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. | EDLA 641EDSS 655EDSS 660 |
| **Services to Promote Safe and Supportive Schools:** School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. | EDCE 627EDSS 512EDSS 655 |
| **Family, School, and Community Collaboration:** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. | EDCE 588EDLA 641EDSS 660 |
| **Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. | EDCE 588EDLA 626EDSS 601 |
| **Research and Evidence-Based Practice:** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. | EDSS 615EDSS 650EDSS 697 |
| **Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. | EDSS 540EDSS 610EDSS 690 |

**Course Alignment with APA Profession Wide Competencies**

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| **Profession-wide Competency** | **Course Number** |
| *(i.) Research** Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
* Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level.
 | EDSS 701EDSS 715EDSS 722EDSS 727AEDSS 730EDSS 735EDSS 745AEDSS 745BEDSS 750EDSS 755EDSS 770EDSS 777EDSS 781EDSS 785EDSS 787EDSS 788EDSS 790B |
| *(ii) Ethical and legal standards** 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.
* Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
* Conduct self in an ethical manner in all professional activities.
 | EDSS 701 EDSS 710 EDSS 715 EDSS 755 EDSS 770 EDSS 787  |
| *(iii) Individual and cultural diversity** Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
* Demonstrate 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.
* Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.
* Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.
 | EDSS 710 EDSS 730  EDSS 755 EDSS 770 EDSS 787 EDSS 788  |
| *(iv) Professional values, attitudes, and behaviors** Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others
* Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
* Actively seek and demonstrate openness and responsiveness to feedback and supervision.
 | EDSS 710 EDSS 755 EDSS 770 EDSS 788  |
| *(v) Communications and interpersonal skills** Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
* Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
* Manage difficult communication well.
 | EDSS 710 EDSS 755 EDSS 770 EDSS 780 EDSS 787 EDSS 787 |
| *(vi) Assessment** Demonstrate current knowledge and application of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
* 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 and contextual influences (e.g., family, social, societal, and cultural) of the service recipient.
* 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.
* 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.
 | EDSS 701 EDSS 730  EDSS 755 EDSS 770 EDSS 780 EDSS 787  |
| *(vii) Intervention** Establish and maintain effective relationships with the recipients of psychological services.
* Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
* Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.
 | EDSS 787 EDSS 755  |
| *(viii) Supervision** Demonstrate knowledge of supervision models and practices.
* Demonstrate knowledge of contemporary evidence-based supervision literature.
 | EDSS 792AEDSS 792B |
| *(ix) Consultation and interprofessional/interdisciplinary skills** Demonstrate knowledge and respect for the roles and perspectives of other professions.
* Demonstrate knowledge of consultation models and practices.
 | EDSS 755 EDSS 770 EDSS 780 EDSS 787  |

**Course Alignment with APA Discipline Specific Knowledge**

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| --- | --- |
| **Discipline Specific Knowledge** | **Course Number** |
| **Category 1: History and Systems of Psychology**including the origins and development of major ideas in the discipline of psychology | EDSS 710 |
| **Category 2: Basic Content Areas in Scientific Psychology** |  |
| *Affective Aspects of Behavior*including topics such as affect, mood, and emotion | EDSS 780EDSS 796 |
| *Biological Aspects of Behavior*including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior | EDSS 789 |
| *Cognitive Aspects of Behavior*including topics such as learning, memory, thought processes, and decision-making | EDSS 791EDSS 787EDSS 789 |
| *Developmental Aspects of Behavior*including transitions, growth, and development across an individual’s life | EDSS 701EDSS 788 |
| *Social Aspects of Behavior*including topics such as group processes, attributions, discrimination, and attitudes | EDSS 780EDSS 781EDSS 789 |
| **Category 3: Advanced Integrative Knowledge in Scientific Psychology**including graduate-level knowledge that entails integration of multiple basicdiscipline-specific content areas identified in Category 2 (i.e., integration of atleast two of: affective, biological, cognitive, social, or developmental aspects ofbehavior). Advanced integrative knowledge in Category 2 areas can be acquiredin either of two ways: 1) an evaluated educational experience\* that integrates atleast two Category 2 content areas that have been previously covered throughother methods; or 2) an evaluated educational experience\* that provides basiccoverage in two or more areas and integration across those areas. | EDSS 721EDSS 736EDSS 755EDSS 760EDSS 776EDSS 792EDSS 795 |
| **Category 4: Research and Quantitative Methods** |  |
| *Research Methods*including topics such as strengths, limitations, interpretation,and technical aspects of rigorous case study; correlational, descriptive, andexperimental research designs; measurement techniques; sampling; replication;theory testing; qualitative methods; meta-analysis; and quasi-experimentation. | EDSS 715EDSS 720EDSS 721EDSS 722EDSS 723EDSS 736EDSS 798 |
| *Quantitative Methods*including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation. | EDSS 715EDSS 720EDSS 721EDSS 722EDSS 736EDSS 745AEDSS 745BEDSS 798 |
| *Psychometrics*including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization | EDSS 721BEDSS 770EDSS 777 |

**Engagement in the Profession**

The School Psychology program encourages candidates to engage in the profession beyond the program. Thus, the program recommends candidates consider joining professional organizations that help further the profession. The first professional organization that we recommend joining is the WSASP. The second professional organization that we recommend joining is NASP. The third professional organization is Student Affiliates of School Psychology of Division 16 of the APA. Candidate memberships for these professional organizations are greatly discounted and provide access to a plethora of school psychology resources. Additionally, candidate membership provides discounted rates on attendance at conferences, where candidates can engage with many others about the field of school psychology.

**Candidate Evaluation, Retention, and Graduation Requirements**

To continue in the School Psychology program, candidates must meet Graduate School and School Psychology program standards. Candidates should refer to the Gonzaga University Graduate Catalog: https://www.gonzaga.edu/catalogs/current/graduate for a full description of graduate school requirements, taking special note of these academic standards:

 (A) Candidates must maintain a 3.00 Grade Point Average (GPA)

(B) Only two courses in candidates’ degree program may be below a 2.5

 (C) Program requirements cannot be satisfied with any course grade below a 2.0

In addition to graduate school requirements, candidates must meet the following School Psychology program standards:

 (A) Successful completion of practicum and internship experiences

 (B) Engage in behavior consistent with NASP, APA, and WAC standards

 (C) Successful completion of the NCSP Praxis II examination

(E) All retention requirements must be met within the five-year timeline

The success of our candidates is a priority. To meet the criteria above, the School Psychology program has created several built-in opportunities for faculty to meet with candidates to discuss progress towards degree completion throughout the program. Candidates must know that successful progress towards degree completion requires not only academic success, but also upholding the professional dispositions necessary to be effective within the field of school psychology. The following are requirements of the program:

**Candidate Advising Process**

Upon acceptance into the program, all candidates are assigned a faculty advisor. Candidates are expected to meet with their advisors once each semester to ensure successful program completion. Advising meetings (at least two per year) are crucial for ensuring that students are on track and addressing any areas needing improvement, thereby supporting their successful progression through the program.

Candidates also undergo a benchmark review with their advisor at the end of their first year, prior to entering their practicum. During these advisement meetings, students will receive feedback on their dispositional strengths and areas for growth, as well as make benchmark determinations for their continuance in the program.

Students will also provide feedback about the support they receive from their advisors through a survey. This feedback is important for continuously improving the advisement process and ensuring that students' needs are being met effectively. In summary, students will undergo advising at the time designated on the departmental calendar, and are expected to meet during the following:

**Each Semester:** As noted above, each semester, candidates are required to set up a formal advising meeting with their academic advisor, at which they will discuss their academic and professional dispositional progress and course completion during the semester.

**End of First Year:** At the completion of your first year of the program, a formal evaluation (Annual Candidate Interview) is conducted by School Psychology program faculty to evaluate candidate progress in these areas: (a) course progress, (b) grades, (d) vita, (e) self-reflections and adequate demonstration of knowledge and skills, and (f) behavior consistent with NASP and APA professional conduct and WAC Student Conduct Code. Upon successful completion of the Annual Candidate Interview, candidates are eligible to enroll in 2nd year courses.

**End of Second Year:** At the end of the 2nd year, candidates meet with their advisor to plan the internship application process.

**Attendance Policies**

Attendance is crucial in Gonzaga University’s School Psychology program, as active participation and engagement are integral to your professional development and success. Regular attendance helps in developing the professional skills and knowledge required for certification. This policy outlines the attendance requirements, types of absences, and the consequences of non-compliance.

**Attendance Requirements:**

* Students are allowed a maximum of two *excused* absences per semester in a 3-credit class. Students are allowed a maximum of three *excused* absences per semester in a 2-credit class.
* More than two excused absences may result in a review of the student’s status in the program.
* Unexcused absences may lead to disciplinary actions, including but not limited to, a reduction in grades or potential dismissal from the program.

**Excused Absences:**

Excused absences are those that are unavoidable and documented. Examples include:

* Medical emergencies (with a doctor’s note)
* Family emergencies (e.g., death or serious illness of a family member)
* Religious observances
* Professional obligations related to the field (e.g., attending a conference)
* Legal obligations (e.g., jury duty or court appearances)
* Military obligations

**Unexcused Absences:**

Unexcused absences are those that do not meet the criteria for excused absences or lack proper documentation. It is important to note that coursework must be prioritized over practicum experiences during the second year, and site meetings are not eligible for excused absences. Examples of unexcused absences include:

* Vacations or personal trips
* Non-emergency medical appointments
* Work commitments not related to the field
* Oversleeping or transportation issues
* Practicum site meetings

**Consequences of Excessive Absences:**

Students who exceed the allowed number of excused absences or have unexcused absences may face:

* Lower or failing grades due to missed participation and assignments
* Requirement to complete additional assignments or projects
* Academic probation

**Remote Learning:**

The PsyD program at Gonzaga University acknowledges the importance of face-to-face, in person interaction among faculty and students is essential to achieve student socialization, peer interaction, faculty role modeling, and the development of student competencies. Consequently, the PsyD program uses remote learning only when in-person coursework is not possible. In such rare instances, courses meet synchronously to ensure that students who have registered and will receive credit for the course are those completing the course. All course materials are available through Canvas, with security is maintained through university measures such as multi-factor authentication, user training, and monitoring to protect sensitive student and faculty data from unauthorized access and cyber threats. There are no additional fees associated with the use of Canvas.

**Academic Probation**

Candidates are placed on Academic Probation whenever the term and/or cumulative GPA earned falls below 3.00. To be in Good Academic Standing with Gonzaga University, candidates must maintain a term GPA of 3.00 as determined at the end of every semester, beginning with the completion of the candidate’s second semester at Gonzaga University. Good Academic Standing is required for all graduating students, and it may affect a candidate’s ability to receive financial aid, or to represent Gonzaga in extra-curricular activities.

Candidates with unsatisfactory progress may be subject to academic dismissal from Gonzaga University. A notation of “Academic Dismissal” will appear on transcripts. Dismissed candidates have an opportunity for appeal and may contact the Dean’s Office at Gonzaga’s School of Education.

Those candidates receiving financial aid also may be subject to Financial Aid Satisfactory Academic Progress Probation and/or Suspension, which may result in additional financial consequences.

**Policy on Academic and Professional Conduct**

Candidates are expected and required to follow the standards of conduct outlined by:

* [Gonzaga Student Community and Conduct Standards](https://www.gonzaga.edu/student-life/student-services/resolution-center/student-code-of-conduct)
* NASP’s ethical guidelines, as outlined in the [Ethical and Professional Practices for School Psychologists](https://www.nasponline.org/standards-and-certification/professional-ethics)
* [American Psychological Association’s Ethical Guidelines](https://www.apa.org/ethics/code)
* [WAC Code of Professional Conduct](https://ospi.k12.wa.us/educator-support/investigations/code-professional-conduct)

**Structured Feedback and Remediation**

If, at any time, a candidate is identified as not abiding by the standards of academic and/or professional conduct outlined above, the candidate may be required to complete a remediation plan. Candidates failing to demonstrate satisfactory improvement may be dismissed from the school psychology program. The following procedure will be followed to ensure fairness and due process:

1. Identification and Documentation:

* + When a faculty member, supervisor, or peer identifies a candidate's failure to meet the standards of academic and/or professional conduct, they must document the specific behaviors and incidents in writing.
	+ The documentation should include dates, descriptions of the incidents, and any relevant supporting evidence.

2. Initial Review:

* + The documented concerns will be reviewed by the program director and relevant faculty members.
	+ If the concerns are deemed substantial, the candidate will be notified in writing of the specific issues and invited to a formal meeting to discuss the concerns.

3. Formal Meeting:

* + A formal meeting will be scheduled with the candidate, program director, and relevant faculty members to discuss the documented concerns.
	+ The candidate will be given an opportunity to respond to the concerns and provide their perspective.
	+ The meeting will be documented, and minutes will be taken to ensure an accurate record of the discussion.

4. Development of an Improvement Plan:

* + If it is determined that the candidate's behavior can be addressed through remediation, an individualized improvement action plan will be developed.
	+ The improvement action plan will outline specific goals, actions, timelines, and criteria for assessing progress. The plan is documented in the individual student curriculum plan
	+ The candidate must agree to and sign the improvement plan, acknowledging their commitment to meeting the outlined expectations.

5. Monitoring and Evaluation:

* The candidate's progress will be closely monitored according to the improvement plan.
* Regular follow-up meetings will be scheduled to evaluate progress and provide feedback.
* Any failure to adhere to the improvement plan or continued violations of conduct standards will be documented.

6. Final Review and Decision:

* If the candidate fails to demonstrate satisfactory improvement or continues to violate conduct standards, a final review meeting will be scheduled.
* The program director and faculty members will review all documentation, progress reports, and any additional relevant information.
* Based on the review, a decision will be made regarding the candidate's continuation or dismissal from the program.

7. Notification of Decision:

* The candidate will be notified in writing of the final decision regarding their status in the program.
* If the decision is to dismiss the candidate, the notification will include the reasons for dismissal and information on any applicable appeals process.

8. Appeals Process:

* The candidate has the right to appeal the dismissal decision.
* The appeal must be submitted in writing to the dean of the School of Education within 14 days of the dismissal notification.
* The appeal should include a detailed explanation of the grounds for the appeal and any supporting documentation.
* The Dean of the SOE will review the appeal and make a final decision, which will be communicated to the candidate in writing.

*The Department of School Psychology requires all candidates appealing academic decisions and/or actions to adhere to the appeals process outlined in the SOE Fair Process Manual. Please refer to pages seven and eight of the* [*School of Education’s Fair Process Manual*](https://my.gonzaga.edu/-/media/Website/Documents/Academics/School-of-Education/General-Documents/Manuals-and-Handbooks/SOE-Fair-Process-Manual-071318.ashx?la=en&hash=12EB25759EFF2ABEF10E66C60EB14DAE4185CA66).

**Graduation**

Candidates are recommended by the faculty for Psy.D. degree, institutional documentation, and recommendation for state certification once they have:

1. Successfully completed required coursework, approximately 320 hours of practicum, 1500 hours of internship, dissertation defense, and the end of program review
2. Maintained an overall GPA of 3.0
3. Obtained passing status on the NCSP Praxis examination as determined by the national cut score
4. Consistently engaged in behavior consistent with NASP, APA, and WAC standards of professional conduct

Candidate completion of these requirements is summarized in the Individual Curriculum Plan. As part of ongoing evaluation of the School Psychology program, graduates and their employers are asked to complete a graduate survey six months after graduation and once per year thereafter for 10 years.

**FIELD EXPERIENCES**

Field placements at Gonzaga University are thoughtfully organized and supervised experiences that develop essential skills, fluency, and integration of competencies. These placements are designed to ensure doctoral candidates are well-prepared to provide comprehensive and effective psychological services. The sequential skill development within these placements addresses both the expected and unforeseen challenges of entry-level professional practice in psychology. Moreover, these experiences prepare candidates for future practice through a focus on core skill development and adaptability in the profession.

Clinical Practicum (EDSS 795) and Doctoral Internship (EDSS 798A, B) experiences are integral components of educational training within the School Psychology program in that these field experiences allow for supervised practice of candidate skills. Candidates apply and advance their knowledge and skill in assessment, intervention, problem solving, collaboration, and professional standards of behavior under the supervision of practitioners and program faculty.

clinical practicum and doctoral internship placement are contingent upon completion of course prerequisites and program faculty recommendation. In addition, doctoral candidates must defend their dissertation prospectus (proposal) prior to entering their internship year. To make the determination of practicum and internship eligibility, candidates meet with program faculty in the spring semester preceding scheduled placement. Candidates will demonstrate satisfactory completion of scheduled coursework for the current academic year (clinical practicum) or current and previous academic years (doctoral internship) via unofficial university transcript review. Other factors, such as the candidates’ demonstrated ability to engage in collegial interactions with peers and faculty and ongoing demonstration of ethical behavior (NASP, APA, WAC) also are considered as prerequisites to practicum and internship placement.

**Liability Coverage & Verification of Background**

Current fingerprint clearance, by the Washington State Patrol (WSP)/Federal Bureau of Investigation (FBI), is required for placement in any practicum or internship experience. ***Two to three months*** prior to any practicum or internship, candidates visit a state Educational Service District (ESD) fingerprinting office with required materials. Candidates shall keep the receipt for their records. Fingerprint clearance is ***valid for only two years*** in the State of Washington. The fingerprint process may need to be done more than one time during the course of a candidate’s program. Fingerprint clearance dates are available from the certification office and the Department of School Psychology Office. It is the candidate’s responsibility to know the expiration dates.

The director of certification provides a seminar to all program candidates during the second semester in the program, which includes handouts, pictures, and descriptions of the three-step process to be cleared to enter the K-12 setting in a practicum or internship experience. The seminar provides clear instructions of how to obtain fingerprint clearances at an ESD. The seminar also explains how to create an account in the eCertification system operated by OSPI. Finally, directions are provided to the School Psychology candidates of how to apply for a Pre-Residency Certificate. Each candidate is given a deadline to complete WSP/FBI fingerprint clearance at an ESD fingerprinting office and the application for a Pre-Residency Certificate prior to placement in a practicum or internship experience.

The program director logs on to the eCertification system operated by OSPI and processes the Pre-Residency Clearances (processing Pre-Residency clearances on the eCertification system requires the program irector to verify that the candidate has WSP and FBI fingerprint clearances). The director will not place a candidate in a practicum or internship experience unless the candidate has obtained the WSP/FBI and Pre-Residency clearances.

In addition to obtaining fingerprint and character clearance for practicum/internship experiences, the School Psychology program encourages all candidates to purchase Professional Liability Insurance. By becoming a member of NASP, candidates receive a discounted rate. Please see [NASP’s site](https://www.nasponline.org/membership-and-community/professional-liability-insurance) for preferred providers and rates.

The Pre-Residency Clearance is a background questionnaire that enables applicants for certification to report any arrest data or other information related to moral character and fitness. The Pre-Residency Clearance is mandatory for all candidates prior to a practicum or internship.

Any **“yes”** answers on the Pre-Residency Clearance requires documentation be sent to the OSPI Office of Professional Practices. This office investigates to determine if any information exists that would disqualify the candidate for certification. A letter of clearance is required to be certified and, upon clearance, a letter is sent to the educator candidate. It is the candidate’s responsibility to alert the certification office of any changes to his/her response(s) to this background questionnaire form.

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews the appeals and form proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 180-86-013 and address commission of criminal acts and other behavior, which endanger children. Commission of criminal acts may not be directly related to professional conduct, but they do reflect upon the trustworthiness of serving as a professional educator.

**Practicum and Internship Sites**

Practicums are school or clinic-based experiences with candidates engaging in a yearly total of approximately 320 clock hours of activities in a school setting dedicated to attainment of Practicum educational training objectives. Internship may be either a school-based experience (1500-hours) or school and alternative site-based experience (750-hours school, 750-hours other). Regardless of the nature of the educational training site (school or other), the site must be conducive to attainment of Practicum/Internship goals as outlined in the respective course syllabus and must provide the resources/support with which to attain these goals. At a minimum, sites should have the following:

1. Children/youth of all school ages
2. Multidisciplinary teams
3. Continuum of services for children/youth with exceptional needs
4. At least one psychologist (school or clinical) who is qualified to serve as a supervising practitioner
5. At least one licensed psychologist who is qualified to serve as a clinical supervisor

Supervising practitioners and clinical supervisors ensure that the field experience is diverse in terms of ethnicity, disability, and age. Program faculty make the final determination as to whether the practicum or internship site meets the requirements.

**Duration and Sequence**

Applicants for licensure as school psychologists in Washington State must complete an organized internship as part of the Psy.D. program. This internship must encompass at least 1,500 hours of supervised experience, to be completed within a 24-month period.

The internship site must meet specific accreditation criteria. It should either be accredited by the American Psychological Association, be a member of the Association of Psychology Postdoctoral and Internship Centers or fulfill detailed organizational and content requirements. These requirements include having a written statement or brochure detailing the internship goals, content, and expectations, which should be available to prospective interns. The site must designate a licensed psychologist as responsible for the integrity and quality of the internship, and interns must use titles reflecting their training status.

The internship content must offer a planned sequence of training experiences that focus on comprehensive and high-quality training, with ongoing supervision and training related to ethics. At least 25% of the internship experience should involve direct client contact, providing assessment and intervention services. Additionally, for every 40 hours of internship experience, interns must receive at least 2 hours of individual supervision focused on direct psychological services and 2 hours of other learning activities such as case conferences, seminars, and group supervision.

The supervision structure of the internship requires that the setting have at least two psychologists available as supervisors, with at least one being a licensed psychologist. The supervision must primarily be conducted by licensed psychologists, with up to 25% of supervision provided by other qualified professionals such as experienced psychiatrists, licensed mental health counselors, licensed marriage and family therapists, licensed advanced social workers, or doctoral-level psychologists with specific post-doctoral experience. This ensures that the intern receives comprehensive and diverse supervision to enhance their training and professional development.

**Supervision**

*Supervising Practitioner Role:* The supervising practitioner is an experienced psychologist who holds a Master’s, Educational Specialist (Ed.S.), or doctoral degree with appropriate licensure or credentials relevant to the practice setting. A minimum of three years of professional experience in the role of a psychologist is required for supervising practitioners. Supervising practitioners commit to providing weekly direct supervision for practicum students and at least two hours of weekly face-to-face supervision for interns throughout the duration of the field experience.

*University Supervisor Role:* The university supervisor for the practicum and internship is a faculty member of the School Psychology program who possesses a doctoral degree and holds the appropriate credentials for their area of expertise. The university supervisor for internship is a psychologist with at least two years of professional experience in the relevant field of practice who is fully licensed in the jurisdiction of practice.

**Goals and Objectives of Practicum/Internship Experiences**

Goals and objectives for Practicum/Internship experiences are outlined in respective course syllabi and are discussed here briefly in relation to their purpose in the developmental process of future school psychologists. NASP (2020) *Standards for School Psychology Graduate Preparation and Credentialing for School Psychologists* describes Practicum as closely supervised on-campus or field-based activities designed to develop and evaluate school psychology candidates’ mastery of specific professional skills consistent with program goals and objectives. Moreover, candidates’ skill and competency *development* are a primary purpose as compared to *delivery* of professional services. In contrast, the Internship experiences provides candidates the opportunity to *integrate* and *apply* professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the program’s goals and objectives.

**Primary Internship Requirements**

**Responsibilities of Internship Site**

The selection of an internship site is a collaborative effort between candidates and university faculty. Please review Washington State’s guidance for internship and become familiar with the requirements on this [site](https://app.leg.wa.gov/wac/default.aspx?cite=246-924-056). As such, Gonzaga University has outlined the following responsibilities as necessary components for a candidate to be placed at an internship site:

The Internship Site must:

1. Provide a written contract specifying the period of appointment and any terms of compensation (see Written Contract section below).
2. Commit to the internship as a diversified learning experience for a candidate in a graduate school psychology program and provide opportunities for the intern to attain professional competencies through carefully supervised activities across all 10 NASP Professional Practice Domains and/or APA Professional Competencies.
3. Ensure a safe and secure work environment to include adequate office space, and support services for the intern consistent with that afforded to other agency school psychologists to include, but is not limited to, release time for participation in professional development activities.
4. Engage in a collaborative relationship with the university supervisor and provide experiences consistent with the goals of the course.
5. Provide appropriate supervision (see Responsibilities of the Field-Based Supervisor below).
6. Allow field-based supervisors to have on-going contact with university supervisors and provide evaluations of the candidate each semester.
7. Allow adequate release time for the intern to meet with his/her field-based supervisor to provide weekly face-to-face supervision.
8. Allow the candidate to complete program requirements as specified in this manual.

**Responsibilities of the University-Based Supervisor**

The university-based supervisor will

1. Provide the internship agency
2. Maintain on-going collaborative relationships with the intern, field-based supervisor, and internship site throughout the duration of the internship experience.
3. Ensure the integrity of the internship and progress towards degree completion are occurring for the intern.
4. Initiate conference calls and provide evaluation forms to the field-based supervisor.
5. Assist the intern, field-based supervisor, and internship site in the problem-solving process if there are any reports of concern.

**Responsibilities of the School-Based Supervisor**

The school-based supervisor must

1. Hold an appropriate state school psychologist credential for practice in a school setting.
2. Have at least three years of experience working as a school psychologist in the district.
3. Provide an average of at least two hours of supervision per full-time week to the intern.
4. Provide the preponderance of field-based supervision in a face-to-face basis, with structured mentoring and evaluation that focuses on the intern’s attainment of competencies.
5. Be responsible for no more than two interns at any given time.

**Responsibilities of the Clinical Supervisor**

The clinical supervisor must

1. Hold a current, active, and unrestricted license in the jurisdiction in which they practice.
2. Have a minimum of two years of post-licensure experience in the area they will be supervising.
3. Have completed training in clinical supervision, which may include coursework, workshops, or other formal training programs. This training should cover topics such as supervision models, ethics, and best practices.
4. Demonstrated competence in the practice they will be supervising. This includes having sufficient experience and expertise to provide appropriate guidance and feedback to the supervisee.
5. Adhere to ethical standards and guidelines as established by professional organizations such as the American Psychological Association (APA) or the National Association of School Psychologists (NASP).
6. Maintain accurate records of supervision sessions, including dates, times, content covered, and progress of the supervisee.
7. Provide necessary documentation and evaluations required for the supervisee's licensure application process.
8. Comply with all Washington State regulations and requirements regarding clinical supervision, including those specific to the supervisee's licensure path.
9. Establish a written supervision agreement with the supervisee that outlines the goals, expectations, and logistics of the supervision process.

*For the most current and detailed information, it is recommended to consult the* [*Washington State Department of Health*](https://www.google.com/url?q=https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/psychologist/frequently-asked-questions&sa=D&source=docs&ust=1721862576941048&usg=AOvVaw1C2oYd3Y9lXbB9ye7nV89h) *or relevant professional licensing boards.*

**Written Contract**

A written Memorandum of Understanding (MOU) from the internships site must be provided to the university supervisor ***prior to the beginning*** of an internship experience. A copy of the MOU will be kept in the candidate’s file at Gonzaga University and will also be provided to the appropriate administrator for the internship site.

**Written Plan of Internship Experience**

During the first week of internship, the intern and the field-based supervisor will be asked to complete a written plan of internship experience. Upon receipt of this plan, the course instructor will provide any feedback and/or recommendations to help ensure a broad range of experiences are provided to the intern. The purpose of the plan is to allow the intern and field-based supervisor an opportunity to “brainstorm” potential opportunities for the internship experience. This will help ensure that the intern is provided with a broad range of experiences consistent with NASP professional practice domains and APA profession-wide competencies. The plan is a relatively fluid document that may be revisited multiple times throughout the internship experience to ensure the intern is making progress towards competency in all professional practice domains and profession-wide competencies.

**Scope of Practice**

Interns are required to engage in a broad array of experiences covering NASP professional practice domains and APA profession-wide competencies. Examples of suggested practices may include, but are not limited to, participating in pre-referral teams, conducting psychoeducational assessments, implementing academic and social/emotional and behavioral interventions, consultation and collaboration, becoming a member of a crisis response team, etc. Please also keep in mind that interns must have **at least two hours** of face-to-face supervision per week of internship.

**Internship Logs**

Interns are required to log all activities throughout the entirety of their internship experience. Each day, interns complete a daily log that identifies a NASP Professional Practice Domain that corresponds with each of the daily activities, describe the activity, and document the amount of time that was spent on each activity.

**Summary Sheet of Internship Experiences**

At the conclusion of each semester, interns are required to summarize all their coded activities through the Summary of Internship Experiences document. This document provides an aggregate of internship logs and must be signed off by the intern and the field-based supervisor prior to submission. It is recommended that the intern and the field-based supervisor critically evaluate the time spent in each of the 10 NASP professional practice domains after the first semester. This can be used to identify domains where the intern has spent more or less of their time. Consequently, the intern and field-based supervisor can then brainstorm additional opportunities for the second semester to include additional time spent across domains. ***It is a GU School Psychology Program expectation that no more than 40% of time is spent solely on conducting assessments.***

**Case Studies**

Interns are required to complete two comprehensive case studies. One of the case studies must be academic in nature, whereas the other case study must be behavioral in nature. The purpose of each case study is to go through a problem-solving process and hopefully intervene with an individual prior to him/her being referred for a special education evaluation. Therefore, it is recommended that interns choose individuals who are ‘at-risk’ of academic and/or behavioral difficulties. The intent of the case study would then be to remediate such difficulties prior to the student be referred for a psychoeducational evaluation. The case study includes several sections: Problem Identification, Problem Analysis, Intervention, and Evaluation. Each section should clearly document input from a variety of stakeholders (e.g., parents, teachers, administrators, etc.). Each case study is evaluated by GU School Psychology program faculty using the NASP NCSP Case Study Rubric. The School Psychology program faculty rate each of the items (e.g., 1.1, 1.2, 2.1, etc.) and arrive at an overall evaluation for each section as Effective or Needs Development. If any of the sections is rated as Needs Development, the intern must provide a written response clearly identifying why that section was rated as Needs Development and provide a detailed plan regarding what he/she would do differently in future cases to demonstrate competency. ***One case study is due at the end of the first semester, and the second is due at the end of the second semester.***

**Measurable Positive Impact on Student Development and Learning in Schools**

As per NASP Accreditation requirements, the GU School Psychology program collects data to ensure that candidates are making a measurable positive impact on student development and learning. As a program, this is achieved by using rating 5.3 from the NASP NCSP Case Study Rubric. Therefore, interns are required to demonstrate that they have made a measurable positive impact on each of their case study student’s development and learning. To demonstrate that interns have made a measurable positive impact on student development and learning, the GU School Psychology faculty ask that interns use one of the following: Percent of Nonoverlapping Data Points (PND), No-Assumptions Effect Size (ES), or Goal Attainment Scaling (GAS). If an intern prefers to use a different method (R2, Tau-U, etc.) please contact the course instructor prior to submission. The GU School Psychology program utilizes the following standards to assess impact:

ES ≥ 2.87 are determined effective (see Burns & Wagner, 2008)

PND 90% and above = highly effective

70% to 89% = moderately effective

50% to 69% = questionable effective

< 50 % = ineffective (see Scruggs & Mastropieri, 1998)

GAS -2 = most unfavorable outcome

-1 = less than expected outcome

 0 = expected outcome

 +1 = greater than expected outcome

 +2 = most favorable outcome

The GU School Psychology program would like to see ES ≥ 2.87, PND ≥ 70%, and/or GAS of ≥ 0 for each case study.

**Grading Scale:** At the conclusion of this course, interns are given a grade of Satisfactory or Unsatisfactory. To obtain a Satisfactory grade, the intern must have met ***all*** requirements as outlined in this handbook.

**Case Study Requirements**

*Purpose and Focus:*

Interns are required to complete two comprehensive case studies as part of their clinical training. One case study should focus on a psychological or mental health concern (e.g., anxiety, depression, trauma), while the other should address a behavioral issue (e.g., behavioral dysregulation, substance use, impulse control). The objective of each case study is to engage in a thorough diagnostic and intervention process, demonstrating the ability to apply clinical skills in a real-world setting. Interns are encouraged to select cases that present complex challenges, offering an opportunity to showcase their clinical decision-making, intervention strategies, and ability to evaluate outcomes.

**Case Study Components:**

Each case study should include the following sections:

* Case Conceptualization: A comprehensive overview of the client, including presenting issues, psychosocial history, and relevant cultural and contextual factors. This section should also include a diagnostic formulation based on DSM-5 criteria.
* Assessment: A detailed description of the assessment process, including the selection and administration of psychological tests, clinical interviews, and behavioral observations. This section should justify the choice of assessment tools and discuss how the data informs the case conceptualization.
* Intervention Plan: A step-by-step outline of the intervention strategy, including theoretical underpinnings, treatment goals, and specific techniques or modalities used. The plan should also address how the intervention is tailored to the client’s unique needs and circumstances.
* Outcome Evaluation: An analysis of the intervention’s effectiveness using empirically supported methods. This section should include pre- and post-intervention data and a discussion of any observed changes in the client’s symptoms or behavior.

**Stakeholder Involvement:**

Interns are expected to document collaboration with relevant stakeholders (e.g., clients, family members, other healthcare providers) throughout the case study. This includes gathering input during the assessment phase, involving stakeholders in the intervention process, and discussing outcomes with them.

**Evaluation and Feedback:**

Each case study will be evaluated by clinical psychology faculty using an APA-aligned rubric that assesses the following areas:

* Diagnostic accuracy and case conceptualization
* Appropriateness and rigor of the assessment process
* Effectiveness and evidence-base of the intervention plan
* Clarity and thoroughness of the outcome evaluation
* Integration of stakeholder feedback

If any section is rated as "Needs Improvement," the intern must provide a written reflection detailing the feedback received, along with a plan for addressing these areas in future clinical work. The first case study is due at the end of the first semester, and the second is due at the end of the second semester.

**Measurable Impact on Client Outcomes:**

In alignment with APA Accreditation standards, the School Psychology program requires that interns demonstrate a measurable positive impact on client outcomes as part of their case studies. To meet this requirement, interns must use one or more of the following outcome measurement methods:

* Effect Size (ES): A statistical measure to determine the magnitude of change resulting from the intervention. ES ≥ 0.8 is considered a large effect size, indicating a significant impact.
* Reliable Change Index (RCI): A method to determine whether the change in a client’s score on a psychological measure is statistically significant and not due to measurement error. RCI > 1.96 is typically considered significant.
* Goal Attainment Scaling (GAS): A method of quantifying the extent to which a client’s individualized treatment goals have been achieved. GAS scores of ≥ 0 indicate that expected or greater-than-expected outcomes were achieved.

**Standards for Impact:**

* Effect Size: ES ≥ 0.8 is considered effective; ES ≥ 1.2 is considered highly effective.
* Reliable Change Index: RCI > 1.96 is considered indicative of significant change.
* Goal Attainment Scaling: GAS of ≥ 0 is considered effective, with higher scores reflecting more favorable outcomes.

Interns are required to achieve an ES of ≥ 0.8, an RCI > 1.96, or a GAS score of ≥ 0 in each case study to demonstrate a positive impact on client outcomes. If an intern wishes to use an alternative method of measurement, they must seek approval from the course instructor prior to submission.

**Dismissal from Practicum/Internship**

Frequent communication takes place between the university supervisor and supervising practitioner. If the supervising practitioner has any concerns with practicum candidate/intern’s professional dispositions or lack of follow through with activities he/she will contact the University Supervisor immediately to set up a meeting between the candidate and the supervisors. At that time, the candidate and supervisors will engage in a problem-solving process and identify areas for improvement through a professional growth plan. If, after an attempt to implement the professional growth plan, a supervising practitioner still has concerns, the candidate may be removed and/or relocated to a different site. Substantiated ethical and/or legal violations are grounds for immediate dismissal from the field training site and the Psy.D.

**Program Exit Requirements**

Program completion requires students to successfully defend the dissertation. The committee for the dissertation defense includes a Gonzaga School Psychology faculty member as chair and two other committee members from a related field.

**Post-Baccalaureate: School Psychology Praxis II Exam – Code #5403**

For those pursuing the post-baccalaureate pathway, passing the School Psychology Praxis II Exam is required for the completion of the program. Candidates are encouraged to take the Praxis II Exam after they have completed the second year of their studies, or, if that is not feasible, at the beginning of the third year of their studies. Praxis II scores must be sent to the School Psychology program and the respective scores are placed in each candidate’s file. Information about the Praxis II Exam may be obtained at https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility. Candidates are advised to retain their textbooks, create study groups, utilize faculty expertise/resources, etc. to have the materials necessary to prepare for the examination*.*

**Examination for Professional Practice in School Psychology (EPPP)**

The Examination for Professional Practice in Psychology (EPPP) is a standardized, national exam administered by the Association of State and Provincial Psychology Boards (ASPPB). It is a critical component for obtaining licensure as a psychologist in the United States and Canada.

The EPPP is designed to assess the knowledge and skills necessary for the practice of psychology. It ensures that candidates possess the foundational competencies required to provide professional psychological services. To take the exam, candidates must have completed a doctoral degree in psychology from an accredited program. Most jurisdictions require candidates to complete a certain amount of supervised professional experience before taking the exam. Candidates must apply through the Washington state licensing board to be approved to sit for the EPPP.

The EPPP covers a broad range of topics within the field of psychology, organized into eight content areas:

* Biological Bases of Behavior: Topics include neuropsychology, psychopharmacology, and the physiological mechanisms of behavior.
* Cognitive-Affective Bases of Behavior: This section covers learning, memory, perception, emotion, and motivation.
* Social and Multicultural Bases of Behavior: Includes social psychology, cultural diversity, and the impact of social factors on behavior.
* Growth and Lifespan Development: Focuses on human development from infancy through old age, including developmental theories and milestones.
* Assessment and Diagnosis: Covers psychological assessment methods, psychometrics, diagnosis, and the use of various assessment tools.
* Treatment, Intervention, and Prevention: Includes psychotherapy, counseling, and other interventions, as well as prevention strategies and treatment planning.
* Research Methods and Statistics: Topics include research design, methodology, statistical analysis, and the interpretation of research findings.
* Ethical, Legal, and Professional Issues: Focuses on the ethical and legal standards of the profession, professional conduct, and regulatory issues.

The EPPP consists of 225 multiple-choice questions, with 175 scored questions and 50 pretest questions that do not count toward the final score. Candidates have 4 hours and 15 minutes to complete the exam. Scores are reported on a scale from 200 to 800, with a passing score typically set by each licensing jurisdiction, often around 500.

[Various resources](https://psychologyjobs.com/epp-study-materials-providers/#7_Best_Online_Providers_of_EPPP_Study_Materials) are available to help candidates prepare for the EPPP, including study guides, practice exams, workshops, and review courses. Taking practice exams can help candidates familiarize themselves with the format and types of questions on the EPPP. For more detailed information, candidates should refer to the [ASPPB website](https://www.asppb.net/) and their respective licensing board's requirements.

**Filing for Washington State Licensure**

To obtain school psychology licensure as a psychologist in Washington State, candidates must meet several key requirements. These include earning a doctoral degree in psychology from an accredited program, completing a supervised internship with at least 1,500 hours of experience, and fulfilling additional supervised postdoctoral experience as specified by the state. Candidates must also pass the Examination for Professional Practice in Psychology (EPPP) and any state-specific jurisprudence exams. Additionally, they must undergo a criminal background check and [submit an application](https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/psychologist/frequently-asked-questions) with the required documentation and fees to the Washington State Department of Health.

**Educational Staff Associate (ESA) Certification**

Washington State offers three levels of certification for candidates graduating after 8/31/05: (a) Emergency, (b) Residency, and (c) Professional. All forms for certification may be downloaded from the OSPI website. NASP offers the NCSP. Forms for national certification may be downloaded from the NASP website and are distributed to candidates at the dissertation defense. Candidates are encouraged to apply immediately for the NCSP, as this certificate assists with ESA certification in WA.

**Emergency Certification**

Emergency Certification is initiated by the district providing the field experience training or employment after completion of didactic and field experience training. This certificate is available for one year and may be renewed annually. Program restrictions on this certification may occur, depending upon which state the certification is obtained.

**Residency Certification**

Residency Certification is a two-year certification for candidates graduating after 8/31/05 and is the first level of endorsement available to graduates. The Residency Certification is expected to be converted to a Professional Certification after this two-year period. Qualifications for this certificate are available at the OSPI website.

**Professional Certification**

Professional Certification is a five-year certification for candidates graduating after 8/31/05 (those who graduate prior to this date may convert their Initial Endorsement or Continuing Certification to Professional Certification provided prerequisites are met) and is the second (terminal) level of endorsement available to graduates. Qualifications for this certificate are available at the OSPI website.

**Accommodations for Candidates with Disabilities and Religious Observances**

Gonzaga University's School Psychology program is committed to providing an inclusive and supportive educational environment for all candidates. We recognize the importance of ensuring equal access to educational opportunities for candidates with disabilities. In accordance with federal and state laws, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, we are dedicated to making reasonable accommodations to support the academic success and well-being of candidates with disabilities.

Please refer to Gonzaga University’s policy on accommodations for individuals with disabilities by visiting this [link](https://www.gonzaga.edu/about/offices-services/electronic-information-technology-accessibility/other-access-accommodation-resources/access-and-accommodation-for-persons-with-disabilities). Please note it can take up to 15 days for Disability Access to complete a review of your application and supporting documentation. For accommodations inquiries, please contact the Disability Access Office at (509) 313-4134 or email disability@gonzaga.edu.

We are committed to fostering an inclusive and respectful environment for all members of our community. We recognize and honor the rich diversity of religious beliefs and cultural traditions represented among our students, faculty, and staff.For more information about accommodations for religious observances, please visit this [link](https://gonzaga.azureedge.net/-/media/Website/Documents/Academics/Office-of-the-Registrar/Religious-Accommodations-for-Students-Policy.ash).

**Complaints or Grievances**

The Psy.D. program recognizes the rights of students to be treated respectfully and courteously. We also recognize the importance of ensuring that all students are aware of the principles of ethical conduct of psychologists, including avenues of recourse when problems arise.

Students in the Psy.D. in School Psychology program who wish to file a complaint or grievance should first attempt to resolve the issue informally by discussing the concern directly with the involved party, if appropriate. If the matter cannot be resolved informally, the student may submit a formal written grievance to the program director within 15 business days of the incident. The program director will review the grievance, meet with the student, and provide a written response within 10 business days. If the student is not satisfied with the outcome, they may appeal in writing to the department chair within 10 business days of receiving the decision. The chair will review the appeal and issue a final decision within 15 business days. Throughout this process, students have the right to be accompanied by a support person and can expect their concerns to be handled with fairness, confidentiality, and protection from retaliation. All grievance procedures will be conducted in alignment with the ethical standards of the American Psychological Association and relevant Gonzaga University policies.

Unless the Department of School Psychology Chair determines that a complaint or grievance may include a potential violations of Title IX, may relate to EEO/affirmative action, or may include a potential violation of state or federal law, the Psy.D. program may retain records of complaints or grievances filed against the Psy.D. program for up to 7 years. Complaints and grievances associated with Title IX or those relating to EEO/affirmative action are kept permanently with the Title IX Office and the Human Resources Office respectively, in accordance with Gonzaga University records-keeping policy, state, and federal law. For record stewardship of other university record types, please refer to the Gonzaga records retention policy document uploaded herewith. Record retention policies apply to records in all forms, whether paper documents, electronic, microform, or other media.

**Record Retention Policy**

The Psy.D. program retains student records electronically–including all program evaluation instruments, data collected for program evaluation purposes, and records required for credentialling purposes–for a minimum of seven years. All other records are stored and retained in accordance with Gonzaga University’s record retention policy and records retention schedule.

**Candidate Resources**

The Psy.D. program communicates its written policies and procedures to current students, applicants, and interested parties through the *Psy.D. School Psychology Student Handbook*, which is provided to students during orientation and available to all interested parties through the Psy.D. program website at <https://gonzaga.azureedge.net/-/media/Website/Documents/Academics/School-of-Education/School-Psychology/Psy.D.-School-Psychology-Student-Handbook>

University-wide policies can likewise be accessed online at <https://www.gonzaga.edu/academics/academic-resources/registrars-office/policies-procedures/academic-policies-procedures>

* [Academic Policies and Procedures](https://www.gonzaga.edu/academics/academic-resources/registrars-office/policies-procedures/academic-policies-procedures)
* [Information Technology Services (ITS)](https://www.gonzaga.edu/about/offices-services/information-technology-services)
* [Campus Security](https://www.gonzaga.edu/about/our-campus-location/campus-safety)
* [Center for Student Academic Success](https://www.gonzaga.edu/academics/academic-resources/center-for-student-academic-success/disability-access)
* [Admissions](https://www.gonzaga.edu/admission/contact-admissions)
* [Financial Aid Office](https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid)
* [Registrar](https://www.gonzaga.edu/academics/academic-resources/registrars-office)
* [Foley Center Library](https://www.gonzaga.edu/foley-library)