



UAA College of
Arts and Sciences
UNIVERSITY of ALASKA ANCHORAGE



M.S. Program in
School Psychology–Specialist
UNIVERSITY of ALASKA ANCHORAGE

Update to the Alaska Board of
Education and Early
Development
January 22, 2026

YOUR JOURNEY. YOUR COMMUNITY. YOUR IMPACT.

Agenda Items

- Program Mission & Purpose
- Program Structure
- School Psychologists and Ethical Responsibilities
- NASP Accreditation



Purpose

The Master of Science in School Psychology - Specialist prepares specialist-level school psychologists who are committed to culturally affirming and comprehensive school psychology services, with an emphasis on meeting the unique needs of students in Alaska's schools. Graduates will gain knowledge and experience in effective, evidence-based, and culturally informed assessment, intervention, consultation, and mental health practices that promote the well-being of all children and youth.

Through collaborative partnerships with students, families, professionals, and school communities, graduates are practitioner-scientists who promote wellness and improve educational outcomes for all children. Graduates utilize community-engaged approaches to inform leadership and advocacy efforts to advance school-wide systems (i.e., MTSS) that promote learning and safe and supportive schools.

Foundational Framework



CULTURALLY RELEVANT SERVICES



School psychology training that focuses on culturally-relevant practices and is informed by the unique geographical and contextual landscape to best serve Alaskan children and families.

COMPREHENSIVE AND INTEGRATED SCHOOL-BASED SERVICES

School psychologists trained to apply expertise in mental and behavioral health, learning, teaching, family life, and the school context to support healthy development in children and youth in their community.



Schools Psychologists and Ethical Responsibilities

NASP Principles of Professional Ethics (17-page document), Examples:

- Standard I.1.1: School psychologists encourage and promote parental participation in school decisions affecting their children....and in designing interventions (Standard II.3.13. Parental Involvement in Intervention Planning)
- Standard I.3.2: School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.
- Standard II.3.13: School psychologists encourage and promote parental participation in designing interventions, including discussing with parents the recommendations and plans for assisting their children.
- Standard III.5.2: School psychologists are aware of their own values, attitudes, and beliefs and how these affect their work with clients, families, school administration, staff, and the community. School psychologists' professional decisions, recommendations, and activities are guided by the evidence base and by best practices.



20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS. (c) In fulfilling obligations to the public, an educator....(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated

NASP Accreditation

*The **NASP vision** is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life.*

- ❖ **For the public**, accreditation protects the welfare of children, youth, and families by ensuring competently trained school psychologists.
- ❖ **For the profession**, it advances the field by promoting rigorous and uniform standards for graduate preparation and advances high standards for professional and ethical practice.
- ❖ **For state professional credentialing bodies** (e.g. certification/licensure agencies such as state departments of education, state licensure boards), NASP accreditation promotes recognition of high quality graduate preparation of professionals that meets national standards, and supports consistency across states.
- ❖ **For employers**, accreditation indicates that school psychology programs cover essential skills and competencies needed for today's school psychologist.
- ❖ **For graduate students**, it provides assurance that the quality of the program has been evaluated and has met national standards established by the profession

“By Alaskans, For Alaskans”

- Community-Based Program Development
 - Stakeholder surveys & focus groups
 - Family surveys & focus groups
 - School Psychology Program Advisory Board
- Place-Based
 - Graduates will provide ethical and evidence-based services that are grounded in the specific context and needs of the local community and school environment
- Conditional approval will support a critical educational service need across Alaska





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Cohort 1:

Anchorage School District

Kenai Peninsula Borough School District

Mat-Su Borough School District

Fairbanks Northstar Borough School
District

Yukon-Koyukuk School District - Raven
Homeschool

Galena School District - IDEA Homeschool

Alaska Gateway School District

Bering Strait School District

Juneau School District



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