

NATIONAL RECOGNITION REPORT
National Association of School Psychologists (NASP)

Name of institution: Arkansas State University
City/state: Jonesboro, Arkansas
Date of review: August 1, 2022

Note: The **NASP Program Accreditation Board** makes decisions independent of NASP.

This report is in response to a(n):

Initial Review Revised Report Response to Condition

Title of Program Covered by This Review:	Program Type	Program Level
Educational Specialist (Ed.S.) Psychology and Counseling School Psychology Track	School Psychology	<input checked="" type="checkbox"/> Specialist <input type="checkbox"/> Doctorate

Specific title of degree/award that appears in official institutional documentation:
Educational Specialist (Ed.S.)

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—Decision on NASP approval/NCATE recognition of the program—TO BE COMPLETED BY PROGRAM APPROVAL BOARD ONLY:

- Intent to Apply Status
- Not Approved for Candidacy
- Approved for Candidacy
- Approved for Site Visit

- NASP Accredited
- NASP Conditionally Accredited
- Not Accredited

A.2—Test Results (from information supplied in Assessment #1, if applicable) ¹

The program meets or exceeds an 80% pass rate on state licensure exams:

Yes No Not applicable Not able to determine

Comment: The program requires the Praxis-II to graduate, and the state requires the same examination for licensure/certification as a school psychologist. This program demonstrates 100% pass rate across all cycles of data.

A.3—Summary of Strengths:

Praxis data indicate 100% passing rate for all students within the last two cohorts; the program is well staffed with sufficient resources; the handbook is clearly written; and the program has made significant changes in response to data with the inclusion of a strong annual review process.

Site Visit Findings:

- a. Establishment of service center and transition program for students with disabilities
- b. Developmental progression of practicum
- i. Variety of practicum experiences (on campus, in schools, assessment lab, etc.)
- c. Support of department and upper administration for the program
- i. Knowledge and understanding of the program by administrators
- d. Contributions of two new faculty to curriculum changes, program support, relationship building
- e. Support and communication of intern/practicum supervisors and students by faculty
- g. Collaborative team relationship among the faculty
- h. Open to feedback, as appropriate, to improve program/experience for students

PART B—STATUS OF MEETING SPA STANDARDS

NASP Standard	Rating	Comment
CONDITION STANDARD I: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE. Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education	MET	Please see comments below.

¹ The 80% pass rate requirement is an NCATE requirement, not an SPA-specific requirement. SPA decisions and comments on licensure data should be applied to what the institution has provided for Assessment #1.

The NCATE pass rate requirement is that 80% of program completers, in the most recent annual set of data, must pass the state-required licensure test that includes or is specific to content knowledge. Programs that have fewer than 10 completers in the most recent annual data set must base the pass rate on the average of three years of annual data. Programs that have fewer than 10 completers over the total of a three-year period are exempt from this requirement. Reviewers should be able to determine whether the pass rate is met by looking at the Candidate/Completers chart for information on the number of candidates and the licensure data that is supplied as Assessment #1. If a determination cannot be made from these two pieces of information, then reviewers should check the "unable to determine" box, and NCATE staff will seek clarification from the institution.

NASP Standard	Rating	Comment
<p>develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.</p>		
<p>C.1 - The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice, as reflected in the following: Clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized. An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and consistent across candidates: Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practice, and other comprehensive program activities for candidates to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty. Use of systematic, performance-based evaluation and</p>	<p>Acceptable</p>	<p>The program handbook clearly delineates the program as a school psychology program and outlines the program's mission, philosophy, goals, and objectives, which are aligned to the 2010 NASP Standards. Transition to the 2020 standards is in place for fall 2022.</p> <p>The program employs an integrated plan of study with clear practicum and internship experiences as evidenced by the course sequence in the program handbook and shown on candidate transcripts provided. Also, as per the program handbook, the program is dedicated to diversity from recruitment to coursework to school psychology identity development of candidates.</p> <p>Full-time enrollment is required of all candidates, although a part-time enrollment option is available for candidates who have personal, medical, familial, etc. issues, as well as those that need extra support to be successful in the program.</p> <p>The program handbook speaks of the importance of obtaining student memberships in a variety of professional organizations. Also, the program requires candidates to complete a research project with a faculty member during their time in the program.</p> <p>Demonstration of the systematic use of data for program modification and improvement was provided by the program.</p>

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accountability procedures to improve the quality of the program.		
<p>C.2 – Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists, as demonstrated by the following: Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTEs). At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology). Other school psychology program faculty members, as relevant for the program, who hold doctoral degrees in psychology, education, or a closely related disciplines with specializations supportive of their graduate preparation responsibilities in the program.</p>	Acceptable	The three core, school psychology faculty members, including the program coordinator, all possess doctoral degrees in school psychology and are actively involved in the profession and hold licensure as school psychologists by the Arkansas Department of Education and one by the Arkansas Psychology Board as Licensed Psychologists.
Requirements for Specialist-level programs only		
<p>C.3 - SCHOOL PSYCHOLOGY SPECIALIST-LEVEL PROGRAMS ONLY: The specialist-level program of study in school psychology consists of the following: A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time; at least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience; Institutional documentation of school psychology specialist-level program completion provided to graduates</p>	Acceptable	<p>The program consists of 3 years of study for the full-time program and 4-5 years for the part-time program with 72 credits total and 66 credits exclusive of internship.</p> <p>Transcripts provided indicate that full-time students complete the degree in three years.</p>

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Requirements for Doctoral-level programs only		
C.4 - SCHOOL PSYCHOLOGY DOCTORAL-LEVEL PROGRAMS ONLY: The doctoral level program of study in school psychology consists of the following: Greater depth in one or more school psychology competencies identified by the program in its philosophy/mission of doctoral-level preparation and reflected in program goals, objectives, and sequential program of study and supervised practice.	N/A	
REQUIREMENTS FOR ALL PROGRAMS (C.5)		
C.5 - If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation Standards. The program applies systematic evaluation procedures and Standards to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.	N/A	The program does not offer the option for respecialization.
<p>General comments: Assessments 1, 3, 4, and 6 are adequate to meet NASP Standards, and data are provided that are aggregated, disaggregated, and organized by NASP standard. One concern noted were the limited sample sizes for each cohort of data (2 and 4). While the program presented two cycles of data as instructed, these data were limited by the number of candidates in the cohort. Additional information regarding recruitment, retention, and numbers of candidates within each program year would be helpful to provide context for the cohort sizes (e.g., historical size of the program; university support for program growth; impact on cohort sizes by the COVID-19 pandemic). See below for specific comments about Assessment 2 and Assessment 5.</p> <p>Site Visit Findings: The program is commended for providing an extensive response to the concern identified regarding enrollment. The program is brainstorming a variety of ideas that may help with low enrollment. Possible solutions could be:</p>		

NASP Standard	Rating	Comment
		<p>i. Class times – day v. evening ii. University funding for graduate students iii. Creating a more robust applicant pool</p> <p>Assessment 1 (Praxis or state exam): Strong performance overall. Reported individual scores indicating that all passed across cohorts with an average score of 165 across cohorts across two years which is above the national passing score of 147. The state level passing score is also 147.</p> <p>Assessment 2 (content knowledge): Course alignment provided to domains with course objectives, description, and assignments noted specific to that domain. All course objectives are provided for multiple standards, not distinguishing objectives specific to domain. Assignment descriptions are limited and some do not appear to meet the standard for which they are identified. GPA provided with grades in individual courses included for cohorts, but not the percentage of candidates who attained knowledge in each standard. The minimum GPA as articulated in program policy is a 3.0 which was attained by all candidates. Several candidates, however, received Cs in courses, resulting in annual review by faculty and candidates moving to part-time as a result.</p> <p>Some concerns were noted with Assessment 2 and Table E. First, practicum classes were mapped to several standards. Given that Assessment 2 is an assessment of Content knowledge, courses which include instruction on knowledge/skills relevant to standards should be the focus. Practica may be included when dyadic instruction is included in addition to field-based application. There was also some confusion regarding the practica courses. Candidates take two practicum courses in each semester of year two, though it was unclear what was covered in each class and what types of activities student in which students engaged each semester. A blank memorandum of understanding (MOU) was provided for practicum, though no redacted MOU was included to illustrate the activities a student may be doing during practicum. Thus, more information/clarity is needed to fully understand the practicum courses and the program’s mapping.</p> <p>Second, for each course mapped to a standard, all objectives were listed for the course rather than the specific objectives that specifically mapped to the particular standard. It was difficult to determine the exact objectives the program assessed for a particular standard and whether the assignment was an adequate measure of the objectives related to the standard.</p> <p>Third, the descriptions of assignments indicated as assessments for each course of each standard were not specific enough to ascertain their appropriateness for determining mastery of knowledge and skills for each standard. A more detailed explanation would be helpful in this regard.</p> <p>Site Visit Findings:</p> <p>During the site visit, the program clarified course requirements as well as courses that met each NASP Domain of Practice. The program provided syllabi and further expanded on assignments and requirements. Furthermore, the program provided information regarding activities completed during practica experiences and clarified that additional courses (as well as practica) address the various domains. Finally, an updated Table E was provided that clarified how the program addresses each Domain of Practice. The program is commended for providing materials that addressed identified concerns.</p> <p>Assessment 3 (practica evaluation): Practicum assessment completed by field supervisors in fall and spring with a content-validated dispositional/professional work characteristics assessment. Evaluation assesses all standards with sufficient items to assess depth and breadth of knowledge and skill. The same assessment is used in internship with different expectations for level of performance. Data are provided for two cohorts disaggregated by individual candidates. Both means and the percentage of criteria met by standard are reported. Missing ratings/no opportunities are apparent within the data. While reasons for missing data are explained (e.g., supervisor didn't provide a rating or no opportunity), the candidate is still noted as meeting 100% of criteria in a domain as long as the ratings that are provided are at the expected level. Yet, other candidates with missing data</p>

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<p>or no opportunities were noted as not meeting expectations if ratings were below a 2. Even though an expected rating of 2 in fall and 3 in spring is appropriate for the practicum level, candidates were scored much higher which minimizes opportunities for growth in internship, given that the same instrument is used with "higher" expectations.</p> <p>Assessment 4 (intern evaluation): Internship assessment completed by field supervisors in fall and spring with a content-validated dispositional/professional work characteristics assessment. Evaluation assesses all standards with sufficient items to assess depth and breadth of knowledge and skill. The same assessment is used in practicum with different expectations for level of performance. Data are provided for two cohorts disaggregated by individual candidates. Both means and the percentage of criteria met by standard are reported. Missing ratings/no opportunities are apparent within the data. While reasons for missing data are explained (e.g., supervisor didn't provide a rating or no opportunity), the candidate is still noted as meeting 100% of criteria in a domain based on the available data, even when half the items of missing. A minimum number of items should be scored in order to determine whether or not knowledge and skills within the domain are established.</p> <p>Assessment 5 (comprehensive performance based assessment by faculty during internship): Assessment 5 is meant to be a <u>comprehensive</u> performance-based assessment during internship indicating it should evaluate most, if not all, NASP standards. Rather than a comprehensive portfolio or other measure during internship, this assessment consists of one behavioral and one academic case study including a deep understanding of the problem-solving process. The program needs to provide a clear link to NASP standards rather than an inference based on the activities completed for case studies.</p> <p>Site Visit Findings:</p> <p>The program provided a revised narrative amending the relationship between Assessment 5 and the NASP Domains of Practice. The program has now identified a number of domains that are met through this assessment attesting that candidates are evaluated on their skills in a number of areas.</p> <p>Assessment 6 (measurable positive impact on student learning): The program should be commended on requiring candidates to measure and demonstrate positive effects on student learning. Measurable impact is demonstrated as significant student improvement with both the academic and behavior case studies as determined by a moderate to large effect size, positive GAS, treatment integrity 80% or greater, and PND greater than 50%. Using Scruggs & Mastropieri (1998) as a guideline, a PND of 70% is required to demonstrate an effective intervention, PND of 50% is considered questionable, below 50% is considered ineffective.</p>		
<p>Standard II Domain 2.1 – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision</p>	<p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.1 is addressed through the following courses: PSY 6583 Individual Intelligence Testing, PSY 7513 Psychoeducational Assessment, PSY 7511 Psychoeducational Lab, and PSY 6523 Behavioral Assessment & Intervention. The assessment sequence required of the students appears to be representative of the standard and a solid base of assessment knowledge for internship preparation.</p> <p>Praxis Exam, Course Grades, Supervisors' Evaluations in practicum and internship, as well as academic and behavioral case studies provide attainment documentation.</p>

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<p>making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>		
<p>STANDARD II Domain 2.2 – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. 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 with others during design, implementation, and evaluation of services and programs.</p>	<p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.2 is addressed through the following courses: PSY 6613 Professional Consultation and PSY 7643 School Psychology Practicum in Applied Settings II. Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses. Consultation at the systems level does not appear to be addressed.</p> <p>Praxis Exam, Course Grades, Supervisors’ Evaluations in practicum and internship, as well as academic and behavioral case studies provide attainment documentation.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II – DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES</p> <p>Domain 2.3 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School</p>	<p>MET</p> <p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.3 is addressed through the following courses: PSY 7623 School Psychology Practicum in Applied Settings I, PSY 7523 Psychoeducational Interventions, and PSY 7643 School Psychology Practicum in Applied Settings II. Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p>

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<p>psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>		<p>Praxis Exam, Course Grades, Supervisors' Evaluations in practicum and internship, as well as academic case study provide attainment documentation.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II – DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES</p> <p>Domain 2.4 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>	<p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.4 is addressed through the following courses: PSY 6203 Counseling Prepracticum, PSY 7613 Practicum in School Psychology (Fall Semester), and PSY 7643 School Psychology Practicum in Applied Settings II. Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p> <p>Praxis Exam, Course Grades, Supervisors' Evaluations in practicum and internship, as well as behavior case study provide attainment documentation.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS</p> <p>Domain 2.5 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain</p>	<p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.5 is addressed through the following courses: PSY 7613 Practicum in School Psychology (Spring Semester) and PSY 6693 Implementation Science in Education. Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p> <p>Praxis Exam, Course Grades, Supervisors' Evaluations in practicum and internship provide attainment documentation. Not assessed via performance-based assessment in internship.</p> <p>Site Visit Findings:</p>

NASP Standard	Rating	Comment
effective and supportive learning environments for children and others.		Clarification provided by the program has resolved concerns identified above.
<p>STANDARD II – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS</p> <p>Domain 2.6 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	Acceptable	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.6 is addressed through the following courses: PSY 6683 Crisis Intervention & Prevention in School & Community, PSY 7613 Practicum in School Psychology (Fall Semester), and PSY 7613 Practicum in School Psychology (Spring Semester). The Crisis Intervention & Prevention in School & Community course with crisis plan assignment along with evaluation of a crisis plan in practicum appear pertinent to this domain. However, due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p> <p>Praxis Exam, Course Grades, Supervisors’ Evaluations in practicum and internship provide attainment documentation. Not assessed via performance-based assessment in internship.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II Domain 2.7 – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and</p>	Acceptable	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.7 is addressed through the following courses: PSY 6613 Professional Consultation, PSY 7643 School Psychology Practicum in Applied Settings I, and PSY 7643 School Psychology Practicum in Applied Settings. School Psychologist Interview and Reflection Paper completed in consultation; case presentation completed in practicum; Multicultural Consultation Project completed in collaboration with students from other programs using a hypothetical case in practicum; no mention of family collaboration within the objectives or assignment descriptions.</p> <p>Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p> <p>Praxis Exam, Course Grades (not directly assessed by embedded assessments), Supervisors’ Evaluations in practicum and internship provide attainment</p>

NASP Standard	Rating	Comment
social-behavioral outcomes for children.		<p>documentation. Not assessed via performance-based assessment in internship.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II Domain 2.8 – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	Acceptable	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.8 is addressed through the following courses: PSY 6623 Child & Adolescent Psychopathology, PSY 7583 Developmental & Differential Psychology, and PSY 6603 Professional School Psychology. Case Studies Assignment; Structured Developmental Interview; Contemporary Issue/ Professional Advocacy Project completed within courses in psychopathology, individual differences, and foundations of school psychology; courses identified across the three years of the program to be aligned with standard.</p> <p>Praxis Exam, Course Grades, Supervisors’ Evaluations in practicum and internship provide attainment documentation. Not assessed via performance-based assessment in internship.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, EHTICAL AND PROFESSIONAL PRACTICE</p> <p>Domain 2.9 Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and</p>	Acceptable	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.9 is addressed through the following courses: PSY 7223 Research Design & Program Evaluation, PSY 6523 Behavioral Assessment and Intervention, and PSY 6000 Special topics in School Psychology. IRB Proposal completed in Research Methods course; Graphing Exercise completed in Behavioral Assessment course; and Research Project presentation completed in Special Topics seminar.</p> <p>Praxis Exam, Course Grades, Supervisors’ Evaluations in practicum and internship, as well as academic and</p>

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<p>interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.</p>		<p>behavioral case studies provide attainment data, although specific items are not aligned with assessment to demonstrate competency at internship.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD II – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE</p> <p>Domain 2.10 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>	<p>Acceptable</p>	<p>Assessed and Attained:</p> <p>Standard 2, Domain 2.10 is addressed through the following courses: PSY 6603 Professional School Psychology, PSY 7623 School Psychology Practicum in Applied Settings I, and PSY 7613 Practicum in School Psychology (Fall and Spring Semesters).</p> <p>Due to the concerns presented above regarding the practicum evaluation and the specifics of the courses and experiences, it is difficult to ascertain whether this standard is adequately addressed through these courses.</p> <p>Praxis Exam, Course Grades, Supervisors’ Evaluations in practicum and internship, as well as academic and behavioral case studies provide attainment data, although specific items are not aligned with assessment to demonstrate competency at internship.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>STANDARD III - PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge</p>	<p>MET</p>	<p>Please see comments below.</p>

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<p>and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the Standards of professional preparation and practice outlined in Standards and elements II-VIII; and direct, measurable, positive impact on children, families, schools, and other consumers</p>		
<p>Component 3.1 – Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.</p>	<p>Acceptable</p>	<p>Policy: Candidates are required to take four practica courses. Two are taken in the fall of the second year (PSY 7613 & PSY 7623), and two are taken in the spring of that year (PSY 7613 & PSY 7643). Combined, these courses require candidates to log 600 clock hours of practicum experience (i.e., 150 hours in each course). These courses are taken in the year prior to internship. Specific activities are noted as required through the courses; however, details are not given to provide evidence of completed activities. A range of activities are included in the MOU. Both field-based and university supervision is provided. The practica are discussed in the Handbook (pp. 20-21). Candidates are evaluated by field-based supervisors using Assessment #3.</p> <p>Practice: Transcripts document that practica are taken for credit and occur prior to internship. Assessment #3 provides evidence of evaluation by site supervisor. MOU between university and practicum site documented on pages 55-57 of handbook. The “learning contract” provides a list of activities. Unclear which of these are “required” by practicum. More clarity is needed by the program.</p> <p>Site Visit Findings: Clarification provided by the program has resolved concerns identified above.</p>
<p>Component 3.2 – Internship: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a</p>	<p>Acceptable</p>	<p>Policy: The program requires completion of a 1200-hour supervised internship following the completion of practica and all required coursework. Candidates enroll for 3 credits per semester, but can enroll for 6 credits to</p>

NASP Standard	Rating	Comment
<p>culminating experience in the program’s course of study and is completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.</p>		<p>receive financial aid. The internship is described in the Handbook (pp. 21-22). Required activities are described in the submitted syllabus and noted in the learning contract of the MOU. Formative and summative evaluation are provided through the supervisor’s evaluation of knowledge, skills, and dispositions fall and spring (Assessment #4) and completion of academic and behavioral case studies and demonstrated impact on student learning (Assessments 5 and 6).</p> <p>Practice:</p> <p>Transcripts demonstrate that candidates register for at least six credits of internship during their third year in the program. A summary of internship placements including percentage of time/hours spent in school psychology activities and supervision were provided.</p> <p>Site Visit Findings:</p> <p>Clarification provided by the program has resolved concerns identified above.</p>
<p>Component 3.3 – Internship Hours: The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a <i>school setting</i>. The internship requires a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years;</p>	<p>Acceptable</p>	<p>Policy:</p> <p>1200-hour supervised full-year internship is required. Policy described in the Handbook, within the MOU, and internship syllabus provided.</p> <p>Practice:</p> <p>Transcripts demonstrate that candidates register for at least six credits of internship during their third year in the program. A summary of internship placements including percentage of time/hours spent in school psychology activities and supervision were provided.</p>

NASP Standard	Rating	Comment
<p>and completion in settings relevant to program objectives for candidate competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.</p>		
<p>Component 3.4 – Intern Supervision: The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision. Field supervision is provided from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Element 8.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). The internship requires an average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements, and preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies.</p>	<p>Acceptable</p>	<p>Policy: An average of two hours of field-based supervision is required for full-time internship placements. The equivalent is required for part-time. The internship syllabus, the MOU, and the Handbook (p. 21) describes this requirement.</p> <p>Practice: Demonstrated in internship summary.</p>
<p>Component 3.5 – Internship Site Agreements: The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns. The internship requires a written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. The internship includes formative and summative performance-based</p>	<p>Acceptable</p>	<p>Policy: The Internship MOU is included in the handbook (pages 59-62) and details the partnership between the district/agency and university, the responsibilities for all parties, and a list of experiences expected during the internship training year.</p> <p>Practice: An enacted MOU would have been helpful to include.</p>

NASP Standard	Rating	Comment
<p>evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed. Appropriate support for the internship by the placement agency is provided, including (a) commitment to the internship as a diversified <i>learning</i> experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities.</p>		
<p>Component 3.6 – Integration of Skills: The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.</p>	<p>Acceptable</p>	<p>Policy: Formative and summative evaluation are provided through the supervisor’s evaluation of knowledge, skills, and dispositions fall and spring (Assessment #4) and completion of academic and behavioral case studies and demonstrated impact on student learning (Assessments 5 and 6).</p> <p>Practice: Assessment 4 verifies attainable of knowledge, skills, and dispositions across standards with deficiencies noted and addressed; Assessment 5 does not provide a performance-based assessment of all standards as noted above. Assessment 6 provides clear practice of requiring candidates to measure positive impact of student learning.</p>
<p>STANDARD IV. PROGRAM SUPPORT/RESOURCES (TO BE</p>	<p>MET</p>	<p>Please see comments below.</p>

NASP Standard	Rating	Comment
<p>EVALUATED FOR INDEPENDENT NASP PROGRAMS ONLY). Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.</p>		
<p>4.1–Faculty loads no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. Program administrator receives at least 25% reassigned time</p>	Acceptable	Program coordinator receives a 25% reassignment for coordinating the program, teaching two classes per semester; program faculty teach 3 courses per semester with undergraduate faculty teaching 4 classes per semester.
<p>4.2– Candidates receive support, including faculty advisement and supervision, university and/or program support services and maintains a no-greater-than 1:12 FTE faculty to FTE student ratio in the overall program, practica, and internship</p>	Acceptable	Student advisement and supervision are appropriately and intensively provided by faculty.
<p>4.3–Program faculty receive support for learning/ professional experiences</p>	Acceptable	Faculty receive financial support for travel and presentation of research; professional development; membership in professional organizations, and reassignment time to support research.
<p>4.4–Candidates receive ongoing support, including university and program support services, and opportunities for funding</p>	Acceptable	Ongoing support from the university, program support, and financial assistance are appropriately provided.
<p>4.5–Adequate physical resources available to faculty and candidates (i.e., office space, clinical and laboratory facilities, data and information-processing instructional resources, audiovisual materials, technology)</p>	Acceptable	Physical resources are appropriate.
<p>4.6–Program provides reasonable accommodations and accessibility for candidates/faculty with disabilities</p>	Acceptable	Reasonable accommodations are provided through coordination with the on-campus A-State Access and Accommodation Services office.
<p>4.7–Adequate library/ information resources to support instruction, independent study, and research, including major publications/periodicals</p>	Acceptable	Library resources are appropriate.
<p>4.8–Program provides/contributes to continuing professional development</p>	Acceptable	The program provides a range of professional development and colloquia.

NASP Standard	Rating	Comment
opportunities for practicing school psychologists		
4.9—Program meets standards for the appropriate state credentialing body(ies) and is in a unit/institution that meets regional accreditation standards	Acceptable	Accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content. NASP performance-based standards covered in this entry could include (but are not limited to) Standard II Domains 2.1 – 2.10. Comments on the program’s assessment/documentation of candidate content knowledge consistent with NASP standards (Assessments 1 and 2):

Assessment 1 demonstrates that 100% of students pass the Praxis-II examination required for graduation and certification. Concerns noted with course embedded assessments for Assessment 2 as noted above.

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Comments on the program’s assessment/documentation of candidate skills and professional work characteristics consistent with NASP standards (Assessments 3, 4, and 5):

Assessments 3 and 4 are well designed to comprehensively assess knowledge, skills, and dispositions specific to standards. Ratings appear appropriately established; however, the amount of missing data or no opportunities compromises the ability to determine the degree to which knowledge and skills are attained. Assessment 5 is not aligned specific to standards and only assesses standards 2, 3, 4, and 8.

C.3—Candidate effects on P–12 student learning. Comments on the program’s assessment/documentation of candidate impact on P-12 students and other clients consistent with NASP standards (Assessment 6):

Comprehensive assessment of measures of effect, integrity, and consumer satisfaction.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidates and/or strengthening of the program (as outlined and discussed in Section V of the program report):

Evidence is provided in a separate document, as well as throughout the course of the program’s submission, to indicate that the program uses its assessment results for the purpose of continuous improvement. Extensive changes have been made to the program curriculum in response to program data including best practices in implementation science; crisis prevention and intervention; professional ethics and legal areas; as well as academic and behavioral health interventions.

PART E—AREAS FOR IMPROVEMENT

PART F—ADDITIONAL COMMENTS (Optional)

F.1—Comments on topics not covered in previous sections:

F.2—Concerns for possible follow-up by the NASP Site Visit Team:

The program is currently a low-enrollment program. The site visit team should investigate any recruitment challenges, as well as clarification regarding part-time policy. Clarification is also needed regarding practica courses and expected experiences. Assessments 2 and 5, as noted in report.

Site Visit Findings:

Clarification provided by the program has resolved concerns identified above.

**PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS¹
(TO BE COMPLETED BY PROGRAM ACCREDITATION BOARD ONLY)**

Program is Not Approved for Candidacy. The program will need to submit a response by the next full review cycle to address concerns.

Program is Approved for Candidacy. The program's candidacy status is valid for up to four (4) years for specialist level program and five (5) years for doctoral level programs. The program must submit no later than _____.

Program is Approved for the site visit. The program's site visit will be scheduled in the following review cycle by _____.

Program is NASP accredited for the period August 1, 2022 through August 1, 2029.

The program will be listed as NASP accredited in NASP websites and/or publications. During the period of NASP accreditation, graduates of the program will automatically qualify for national certification contingent on a passing score on the Praxis II examination in school psychology and documentation of the completion of an internship consistent with NASP standards. **Subsequent action by the institution:** None. Nationally accredited programs may not file revised reports addressing any unmet standards/domains or areas for improvement.

Program is NASP conditionally accredited for the period _____ through _____.

The program will be listed as NASP conditionally accredited in NASP websites and/or publications. During the period of NASP conditional accreditation, graduates of the program will automatically qualify for national certification contingent on a passing score on the Praxis II examination in school psychology and documentation of the completion of an internship consistent with NASP standards.

Subsequent action by the institution: To retain accreditation, a report addressing the conditions must be submitted within 18 months of the date of this report, no later than _____. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of national accreditation.

¹ If the decision is "recognized with conditions," the box at the bottom of Section G must specify the conditions or issues to be addressed in the follow-up report from the institution.

Program is not nationally accredited. Programs granted accreditation from a prior review will lose accreditation at the end of the previous accreditation period, unless a revised program report is successfully submitted by the deadline in or before that review cycle.

Subsequent action by the institution: A revised report, addressing unmet standards, may be submitted by _____.

The institution may submit a new program report at any time.

For further information on due dates or requirements, contact the chair of the NASP Program Accreditation Board.

National approval/recognition with conditions: The following conditions must be addressed within 18 months (see above for specific date):

- The program must meet the NASP standards rated as Not Met and components rated as Not Acceptable or Marginal. The program's response to conditions report must document the program's compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.

- The program's conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program's conditional report must include required sections and attachments as outlined in the standard NASP online program report form and in instructions for NASP online program submissions at the time of the program's submission of the conditional report, located at

http://nasponline.org/standards/approvedtraining/training_program.aspx.

- The program must ADDRESS, ASSESS, and ATTAIN domains listed in NASP Standard II. In addition to providing all other sections of the required NASP online report form to provide evidence of the program's compliance with NASP standards currently rated as Not Met, the program's conditional report must include specific required documentation that domains are ASSESSED in program required coursework and other experience (Attachment E). Further, the program must provide specific required documentation for Section IV-Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the domains. Important information about required Assessments 1-6 and documentation that must be submitted by programs is located in the NASP online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:

1. A brief description of the assessment and its use in the program;
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III,
3. A brief analysis of the data findings,
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III, and
5. Documentation for each assessment, including:
 - (a) The assessment TOOL or description of the assignment;
 - (b) The SCORING GUIDE for the assessment; and

(c) Aggregated and, in some cases, disaggregated candidate DATA derived from the assessment specific to each NASP domain that it assesses.