March 2010 Option A

NOTE: This word document is provided as a model to help you prepare your report off-line. You will actually submit your report in the on-line NASP system. The NASP website URL is
http://www.nasppab.org/cgi-bin/filemanager/Login.pl

Program Report for the
Preparation of School Psychologists
National Association of School Psychologists (NASP)

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

C O V E R   S H E E T

Institution   **University of Detroit Mercy**   **State MI**

Date submitted   **September 15, 2011**

Name of Preparer   **Sharla N. Fasko**

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Program documented in this report:
    Name of institution's program School Psychology
    Grade levels for which candidates are being prepared all
    Degree or award level PSY.S.

    Is this program offered at more than one site? ☐ Yes   X No
      List the sites at which the program is offered UDM McNichols Campus

    Title of the state license for which candidates are prepared
    School Psychologist

Program report status:
    X   **Initial Submission this review cycle**
    ☐   **Response to Conditions Report**
    ☐   **Revised Report (previous decision was Further Development Required or Recognized with Probation)**

State licensure requirement for national recognition:
80% of the program completers who have taken the test are required to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
    ☐ **Yes**   X **No**

GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting NASP standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the NASP standards.

The program report form includes the following sections:

Section I. Context
Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. There is one attachment. The table for Candidate Completer information is found below. The faculty information is entered one time for all faculty in the Table B found below.

Section II. Assessment List
Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

Section III. Standards Assessments Chart
Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

Section IV. Evidence for Meeting Standards
For each assessment, attach one document that includes the assessment, scoring guide/criteria, data tables and a 2-page maximum narrative

Section V. Use of Assessment Results to Improve Candidate and Program Performance
Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

Section VI. For Revised and Response to Conditions Reports Only
Describe what changes or additions have been made in the report to address the raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made.

Attachments: Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2mb. Attachments must be created as documents with ".doc" extension or pdf.

Character Limits: Character limits have been set based on one-page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

Formatting Instructions:
There are no specific formatting requirements associated with the NASP website for folio submission. However, it is important that documents are clear. Please note that this Word document has been provided as a guide. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as attachments.

NOTE: NASP may require institutions to revise reports that do not follow directions on

format, page limits, and number of attachments. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

PROGRAM RESOURCES

Resources on the NASP web site: NASP has resources on their web site to help you prepare your reports (http://www.nasponline.org/standards/approvedtraining/training_program.aspx).

NCATE also has resources that can be useful to programs outside NCATE accredited institutions. These are all available at the following URL: http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90.

New to NCATE and helpful to all programs seeking NASP approval is a library with strong examples of assessments 2, 3, 4, 5, and 6. These can be found at http://ncate.org/institutions/assessmentLibrary.asp?ch=90 by selecting NASP on the drop down menu for SPA.

Specific Instructions for NASP

Who Should Submit Program Reports:
Programs preparing school psychologists for licensure or certification at the specialist level (e.g., master's with a 60 semester hour minimum, master's plus 30, educational specialist, certificate of advanced graduate studies) or doctoral level

NASP National Recognition Decision Rules:
　　　Programs must be clearly identifiable as being in school psychology and must meet critical "structural" or programmatic standards linked to national certification, including those pertaining to program length/credit hours, internship hours, and training/supervision by appropriately qualified faculty and field supervisors. Institutional documentation of program completion must be provided. The preponderance of NASP Domains of School Psychology Training and Practice (Standard II) must be met.

Additional Assessment Types (beyond the first 5 required types) required by NASP:
　　　Other assessments are optional.

Other specific information required by NASP only:
　　　In Section I, Attachments A and B require some additional information compared to the versions used by other SPAs. In addition, Section I has additional attachments (Attachments C-G and other attachments, as listed above) that require programmatic information to address NASP Standards I, II, III, and IV.

Will NASP accept grades as one of the assessments?
　　　All SPAs will accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades have been standardized for all SPAs by NCATE. For assistance with grades visit the NCATE website. Instructions are available to all programs on the Program Resources page at the following URL:

http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

SECTION I—CONTEXT

Provide the following contextual information:

1. Description of any state or institutional policies that may influence the application of SPA standards. (Response limited to 4000 characters)

Four years ago, the Michigan Department of Education mandated that all school psychology programs in the state must be NASP approved by 2012. UDM actively sought to hire a faculty member who could take over the program and get it credentialed. I was hired in August of 2008 and immediately began implementing major changes to the program to bring it into compliance with NASP standards. The first cohort under this new program has just graduated this summer and we are submitting outcome data for them.
Please note that after the initial revision, we continued to make minor modifications to the program.

2. Description of the administrative location of the program, including its relationship to the NCATE "unit" (typically, the college or school of education). Describe the support received from the institution and, if appropriate, others sources of support. Response limited to 800 characters)

The University of Detroit Mercy is Michigan's largest private Catholic University, offering approximately 100 majors and programs in 60 academic fields. Sponsored by the Society of Jesus (the Jesuits) and the Sisters of Mercy of the Americas, the University has three campuses located in downtown and northwest Detroit. The School Psychology Program is located within the College of Liberal Arts and Education.
The College of Liberal Arts and Education prepares students to participate in a diverse and changing world in the Jesuit and Mercy traditions as "men and women for others." The College provides a student-centered education in an urban context which stimulates a desire for the life-long exploration of the intellectual, spiritual and ethical dimensions of what it means to be human.

UDM offers a 60% "Educator's Tuition Remission" for students working in a school setting. The university regards field experiences as falling into this category; since its inception, all school psychology students have qualified for this discount. Additionally, UDM covers the cost of professional insurance for students during practica and internship. This is in addition to the blanket policy held by the university.

The Psychology Department has an extensive assessment collection in its clinic, and provides access to kits, protocols and computer scoring programs for graduate students.

The University is committed to earning NASP approval for the program. I was authorized to hire a third faculty member who is a fully credentialed school psychologist, and when the other retired, I was able to replace her as well, so we now have three full time fully-credentialed school psychologists.

3. Description of the program's overall philosophy and goals, including any unique elements in the program or those it serves (NASP Standard 1.1). (Note that additional information under NASP standards 1.1-1.5 should be provided by programs in required attachments listed below). (Response limited to 4000 characters)

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Specialist Degree (Psy.S.) is a three year, 64 credit hour program of full-time study. This includes a two-semester practicum (600 hours) during the second year, and a 9-month, full-time (minimum 1200 hours) internship completed during the third year, both completed in a school setting.

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The program philosophy may be conceptualized as a foundation of several important but complementary concepts, embedded within an overall *scientist-practitioner* orientation.

1. Evidence-based practices
2. Consultation-based services
3. Behavior analytic intervention design
4. Social-cognitive/eco-behavioral orientation

The Program is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals, and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
    a. Assessment of individuals as well as systems,
    b. Intervention design, and
    c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively and demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

 Philosophy and objectives are described in the Program Handbook, Attachment 1C, p. 4-5.

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4. Description of field experiences, including supervised practica and internship experiences required for the program. (NASP Standards 3.1-3.5) (Note that programs should provide additional information under NASP standards 3.1-3.5 in required attachments listed below). (Response limited to 4000 characters)

In order to facilitate communication with field supervisors and students, separate manuals for each phase of field experience were prepared (i.e., Prepracticum, Practica, and Internship). The field manuals have some redundancy with the program handbook, as they were intended to be given to the field supervisors as well as the students. These manuals have been attached to the Program Handbook as Sections 2, 3, and 4.

Students are required to document actual time spent in field activities as part of their training program. The field experiences are aligned with coursework and scaffolded in intensity so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal and passive, to active and independent. Field activities may be *observation, assistance, supervised,* or *independent.*

Prepracticum: During Year 1, students must log a minimum of 100 hours. These experiences involve mostly *observation*, but may occasionally include *assisting* the supervisor in minor tasks, depending upon the trainee's level of training. Specific activities are required during the Y1 field experience, including shadowing a school psychologist, observing school special

classrooms and meetings, and assisting with systemic activities (see the *Prepracticum Manual* for details).

Practicum: The Year 2 Practicum is a two-semester, closely supervised experience in the school setting. Students are required to log a minimum of 600 hours over the two semesters, and will spend considerable time (estimated 5-8 hours weekly) in their assigned school(s). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday). Experiences are more active than the first year, and generally range from *assistive* to *supervised*. Each student will be assigned 5 consultation cases to address throughout the year, and will be required to prepare written reports using a specific case study format at the close of internship. All cases will be Tier 3 except one, which will be a Tier 2, group counseling intervention. All cases must include progress monitoring and treatment integrity data.

Internship: The Internship experience is one school year (fall through spring); however, when translated to the University academic year, it may start slightly before the Fall term & continue through Summer 1. Trainees must nominate sites/supervisors for their Internship experiences. When approving sites, the trainee's nomination will be considered, but are of lesser importance than the quality of the experience (see Site/Supervisor Criteria) and the appropriateness of the trainee-supervisor match. The site must be approved in advance by the University Intern Supervisor. In addition, it must sign an agreement that it will enable the intern to complete activities required by the University for fulfillment of the program. Activities during the Internship progress from more to less supervision across the year; by year's end, the intern is expected to be functioning independently. Requirements include the completion of cases representing both academic and behavior skills, at all three Tier levels. Along with the internship, interns are required to complete the Specialist-level Research Project (a systemic intervention specific to the internship site) during the Internship.

Further information may be found in the Program Handbook, Appendix 1c, p. 19-21, and in the three field manuals (Preprac, Practica, and Internship) in the last three sections of the Handbook.

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5. Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions. (NASP Standard 4.2) (Response limited to 4000 characters)

Each prospective student must meet the admission requirements of the College of Liberal Arts and Education, which requires an overall grade point average of 2.7 for the last two years of undergraduate work and 3.0 for graduate work. The program preference is for a minimum GPA of 3.0, and minimum GRE of 1000 (V & Q combined). Applicants must submit the following materials:

1. Transcripts documenting a minimum undergraduate GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred GPA of 3.0.
2. Official GRE score report (current within 5 years): Minimum combined score (V & Q) of 800; 1000 or greater preferred.
3. Graduate school application for the Specialist degree in School Psychology.
4. Three (3) letters of recommendation, at least two of which must address the applicant's academic potential (i.e., from a University faculty member).
5. Statement of purpose, which should be 2-3 pages, explaining the applicant's interest in school psychology as a career. The statement of purpose should be typed and submitted separately to admissions as a Word document.
6. Graduate transcripts (if appropriate).
7. Professional Resume.

Transfer students. Applicants who have begun training in another program may apply for admission to the UDM program. Such applicants must submit a letter from their current program director stating that they are currently in good standing. Application procedures and requirements are the same as for other candidates; however, transfer applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred.

Criteria. When an applicant's file is complete, it is forwarded to the Program Screening Committee for consideration. Those who do not meet minimum College requirements are eliminated from the pool of candidates. Applicants are considered based on 7 qualities associated with successful candidates:

1. Child advocacy
2. Understanding of/commitment to the profession of school psychology
3. Written communication skills
4. Oral communication skills
5. Academic ability
6. Professional behavior skills
7. Relevant background experiences

See Program Handbook, p. 12-14, and p. 22 for further information.

Retention and Exit from Program. Students are expected to have no lower than a B- in any course required for the School Psychology Program. Students in violation of this policy may

not proceed further in the program until the course has been completed with a minimum of a B-. In addition, the Graduate School requires an overall GPA of 3.0 at all times.

Students are monitored carefully throughout the program. The primary method of monitoring (aside from classwork) is via the Portfolio, which students begin assembling during their first year. Year 1 students (Y1) meet with the program faculty halfway through the fall semester for an informal interview to allow them to ask questions and to begin necessary documentation for the portfolio. Thereafter, students meet with faculty each summer to review progress on the portfolio, which contains documentation of progress on the NASP domains as well as professional documents. (See Program Handbook p. 21-25 for details on the evaluation process.) Students deemed to be making inadequate progress will be required to participate in a Growth Plan (see p. 16-19 and p. 60-61).

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6. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):

Attachment I A. Chart of Candidate Information

Attachment I B. Chart of Faculty Information

Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.

Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).

Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)

Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)

Attachment I G. Internship Summary

Attach the following:

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. This information may be provided as an attachment from the college catalog or as a student advisement sheet.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
1	**[Licensure assessment, or other content-based assessment (required)]** [4] This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required.	Praxis II- National Examination in School Psychology	Internship year
2	**[Assessment of content (required)]** Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.	Course Grades	Each Semester
3	**[Assessment of candidate ability to plan (required)]** Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a	Practicum ratings by site supervisors	End of each semester of Practicum

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[1]Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
[2]Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specific title and number], or completion of the program).
[4] If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
school psychologist.		
4	[Assessment of clinical practice (required)] . Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship	Intern evaluations by field supervisors	End of each semester of Internship
5	[Assessment of candidate effect on student learning (required)] Comprehensive, Performance-Based Assessment Of Candidate Abilities Evaluated By Faculty During Internship.	Case studies / Goal Attainment Scales	End of Internship
6	[Additional assessment (required)] Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)	See above	
7	Additional assessment that addresses NASP standards *(optional)*]	Portfolio	Formative- end of Y1 and Y2 Summative- end of Y3
8	Additional assessment that addresses NASP standards *(optional)*]		

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NASP standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple NASP standards.

NASP STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	**X#1** **X**2 **X**3 **X**4 **X**5 **X**6 **X**7 ☐#8
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	**X#1** **X**2 **X**3 **X**4 **X**5 **X**6 **X**7 ☐#8
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	**X#1** **X**2 **X**3 **X**4 **X**5 **X**6 **X**7 ☐#8
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.	**X#1** **X**2 **X**3 **X**4 **X**5 **X**6 **X**7 ☐#8

NASP STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	X#1　X2　X3　X4 X5　X6　X7　☐#8
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	X#1　X2　X3　X4 X5　X6　X7　☐#8
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	X#1　X2　X3　X4 X5　X6　X7　☐#8
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	X#1　X2　X3　X4 X5　X6　X7　☐#8
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	X#1　X2　X3　X4 X5　X6　X7　☐#8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	X#1　X2　X3　X4 X5　X6　X7　☐#8

NASP STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologist's access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	☐#1 **X**2 ☐#3 ☐#4 ☐#5 ☐#6 **X**#7 ☐#8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

    (1) A two-page narrative that includes the following:
        a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
        b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
        c. A brief analysis of the data findings;
        d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
    and

    (2) Assessment Documentation
        e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
        f. The scoring guide for the assessment; and
        g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. Data from state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted.
In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the exam; (c) the criterion score for passing the exam set by your program, (d) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then, in the Attachment for Assessment #1 provide aggregated data and scores derived from the assessment for all program candidates each year for the last three years, including the percentage of program completers each year that passed the exam.

#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. Program and/or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which content knowledge for NASP Standards 2.1-2.11 is addressed. Programs may use a combination of program or course-embedded content assessment methods for Assessment 2.
Note: In Assessment #2, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan. Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities.
NOTE: This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

#4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Note: In Assessment #4, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Include complete assessment instrument.)

#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#6 (Required)- Additional assessment that addresses NASP standards. EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).
NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#7 (Optional): **Additional assessment that addresses NASP standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in #1.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#8 (Optional): **Additional assessment that addresses NASP standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in #1.
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Provide assessment information as outlined in the directions for Section IV.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12000 characters)

SECTION VI—For Revised Reports or Response to Conditions Reports Only

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for any program preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for any program preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters)

TABLE A
Candidate Information

These charts are provided to you as a guide for collecting data. You will attach this chart when you submit your actual report.

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years as appropriate for your data span.

Program:		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers**
2010-2011	10	9

Program:		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers**

Program:		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers**

TABLE B
Faculty Information

Directions: This chart is given to you as a guide to prepare your information. You will attach this table chart when you submit your actual report. You need to provide the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University[5]	Assignment: Indicate the role of the faculty member[6]	Faculty Rank[7]	Tenure Track (Yes/ No)	Scholarship,[8] Leadership in Professional Associations, and Service: [9] List up to 3 major contributions in the past 3 years [10]	Teaching or other professional experience in P-12 schools[11]
Sharla Fasko	Ph.D. School Psychology, University of Cincinnati	Program Director and faculty	Assistant Professor	yes	Reviewer for NCSP applicant portfolios Member, NASP Child and Professional Committee Presenter at NASP, TSP, and ABAI	17 years public schools- School Psychologist, Director of Crisis intervention
Sara Golomb	Ph.D., School Psychology, Loyola	Faculty	Assistant Professor	yes		

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[5] e.g., PhD in Curriculum & Instruction, University of Nebraska

[6] e.g., faculty, clinical supervisor, department chair, administrator

[7] e.g., professor, associate professor, assistant professor, adjunct professor, instructor

[8] *Scholarship* is defined by NASP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

[9] *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

[10] e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

[11] Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

	University of Chicago					
Erin Carroll Henze	Ph.D., School Psychology, University of Tennessee, Knoxville	Faculty	Assistant Professor	Yes		

Attachment C
Program Handbook

I C. Attach the *Program Handbook* or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences underline required for candidates to complete the program. The program of study must include course numbers AND titles.

Appendix E:
Response to NASP Standard I

Directions: Complete the following table by providing a *brief* response to each standard. The brief responses should describe (a) official **"policy"** that addresses this standard and (b) **"practice"** that demonstrates the program's implementation of the standard. The program's brief response should reference relevant program documentation (refer to specific document, such as a program handbook, and page number) located in attachments to support program policy and practice. In addition to the program handbook in Attachment C, submit an attachment containing transcripts of three recent (within the last academic year) program completers as part of this attachment and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution's graduate catalog or other source of institutional documentation of program requirements.

Standards	Response/Documentation
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	
1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.	
1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.	

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Standards	Response/Documentation
1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.	
1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.	
1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.	
REQUIREMENTS FOR SPECIALIST-LEVEL PROGRAMS ONLY (1.6–1.7)	
1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.	
1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.	

Standards	Response/Documentation
REQUIREMENTS FOR DOCTORAL PROGRAMS ONLY (1.8– 1.10)	
1.8 Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards (see Standard II). (Note: Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible, credit for prior training.)	
1.9 Doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.	
1.10 Doctoral programs include a minimum of one academic year of doctoral supervised internship experience, consisting of a minimum of 1500 clock hours.	

Appendix E
Response to NASP Standard II

Directions: Complete the following table by providing a *brief* response as to how the program *addresses* each domain in Standard II and reference the relevant documentation (refer to specific document/syllabus and page number) located in other attachments. In addition to Attachment E, submit attachments containing syllabi for required courses and/or other documentation that each domain is addressed. The program's response to Attachment E below, as well as course syllabi, must include course numbers AND titles.

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.	
2.1 **Data-Based Decision-Making and Accountability**: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	Addressed:
2.2 **Consultation and Collaboration**: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the	Addressed:

individual, group, and system levels.	
2.3 **Effective Instruction and Development of Cognitive/Academic Skills**: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	Addressed:
2.4 **Socialization and Development of Life Skills**: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	Addressed:
2.5 **Student Diversity in Development and Learning**: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	Addressed:
2.6 **School and Systems Organization, Policy Development, and Climate**: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems.	Addressed:

School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	
2.7 **Prevention, Crisis Intervention, and Mental Health**: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	Addressed:
2.8 **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Addressed:
2.9 **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	Addressed:
2.10 **School Psychology Practice and Development**: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Addressed:
2.11 **Information Technology**: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Addressed:

Table F

Response to NASP Standard III

Directions: Complete the following table by providing a *brief* response as to how the program meets each standard under NASP Standard III and reference the relevant documentation (refer to specific document and page number) located in other attachments. In addition to Attachment F, submit attachments containing the following required internship documentation:

1. Program internship policies (Separate documentation is not necessary if internship policies are included in program handbook or syllabi submitted in previous sections).

2. A sample internship agreement, contract, or plan that addresses the relevant NASP standards (see standards 1.7, 1.10, and 3.2–3.5). There must be evidence of involvement on the part of both the program and field site.

3. Internship Summary Form (see Attachment G).

III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	
3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.	
3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.	
3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.	

(Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)	
3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.	
3.5 The internship placement agency provides appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.	

Table G
Internship Summary Form

Complete the following for <u>all</u> interns during <u>the last academic year:</u>

Intern Code[1]	Internship Site	Nature of Setting[2]	Total Hours at Site	Field-based Supervisor	Supervisor's Credential[3]	Total Supervision Hours	Summary of Internship Activities[4]

[1] List by using the intern's initials or a code such as 2005-01
[2] Indicate school or non-school setting. Note: a school must be "a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades P-12. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of student services" (NASP, 2000).
[3] e.g., NCSP, State Certification, State Licensure
[4] Choose one of the following options. Option A: Provide in the column, or attach a summary of the percent of time spent by *each* intern in various school psychology activities required for internship. Option B: instead of completing the column or attaching a summary for each intern, attach a complete log or comprehensive summary of activities for two interns listed in the table whose activities were typical of those performed by most interns. Examples of evidence documenting internship activities include internship logs, summary forms, and verification forms.

Table H
Response to NASP Standard V
REQUIRED FOR PROGRAMS NOT IN NCATE INSTITUTIONS

All school psychology programs wishing to be considered for NASP-approved status must complete and submit the total online NASP report form described at *http://www.nasponline.org/standards/approvedtraining/training_program.aspx*
Programs in units/institutions accredited or undergoing review by the National Council for Accreditation of Teacher Education (NCATE) and those doctoral programs accredited by APA do NOT need to provide a response to Attachment H-NASP standards-Section V as part of the NASP program review process. All other programs must respond to Attachment H-NASP Standard V below and submit it, in addition to submitting the total NASP online report.
Directions: Complete the following table by providing a brief response to describe how the program meets each standard. Standards in this area may be addressed by providing descriptions and practice documentation (with the exception of 5.6, which necessitates documentation of policy). Included below are suggested means by which to address standards 5.1–5.8. If any of the information suggested for particular standards is provided in the program handbooks or other documents in the program's online submission, reference the relevant documentation (refer to specific document and page number in this or other attachments to the online NASP report).

Standards	Response/Documentation
V. PROGRAM SUPPORT/RESOURCES Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to ensure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impacts children, families, and other consumers.	
5.1 Faculty loads take into account program administration, supervision, scholarship, service, and assessment associated with graduate-level school psychology faculty responsibilities. Faculty teaching and supervision loads are no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. The program administrator receives at least 25% reassigned time for administrative duties. (*Programs may summarize the teaching and supervision loads of the school psychology faculty and program director, and of that typically assigned to faculty in the department / college/institution, for the past academic year.*)	
5.2 In order to ensure sufficient candidate access to program	

faculty instructors, mentors, and supervisors, the program maintains a no-greater-than 1:10 FTE faculty to FTE student ratio in the overall program, as well as in practica and internship. *(Programs may provide FTE faculty and FTE student data for the total program, for practica, and for internship for the last full academic year. Include only program faculty [see definition of program faculty in appendix to the standards] when calculating FTE faculty devoted to the program, and only faculty teaching/supervising practica and internship when calculating those figures.)*	
5.3 Program faculty receive support for ongoing learning and professional experiences relevant to assigned training responsibilities. This includes support for continuing professional development in school psychology, involvement with professional organizations, and similar involvement in the profession, research, and related activities important to maintaining and enhancing knowledge, skills, and contributions to the profession. *(Programs may describe fiscal, administrative, and other support [e.g., release time] provided to program faculty for professional development as described in the standard.)*	
5.4 Candidates receive ongoing support during training that includes faculty advisement and supervision, the availability of university and/or program support services, and opportunities for funding and/or related assistance needed to attain their educational goals (e.g., assistantships, fellowships, traineeships, internship stipends). *(Programs may describe support provided to candidates during training, including opportunities for funding and/or related assistance.)*	
5.5 Adequate physical resources are available to support faculty and candidates in school psychology. These resources include adequate office space, clinical and laboratory facilities, data- and information-processing facilities and equipment, instructional resources, audiovisual materials, and technology needed for effective instruction. *(Programs may describe physical resources available to the*	

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faculty and candidates, including office space, clinical and laboratory facilities, data- and information-processing facilities and equipment, instructional resources [e.g., assessment and intervention resources], audiovisual materials, and technology.)	
5.6 The program provides reasonable accommodations for the special needs of candidates and faculty with disabilities. *(Programs may provide university and/or program policies regarding accommodations for the special needs of candidates and faculty with disabilities.)*	
5.7 Adequate library and information resources and services are available to support instruction, independent study, and research relevant to school psychology. Resources include access to major publications and periodicals in the field. *(Programs may describe library and information resources available to the program and its faculty and students and list major journals relevant to school psychology that are immediately available.)*	
5.8 The program meets established approval standards for the appropriate state credentialing body(ies) and is located in a unit/institution that meets regional accreditation standards. *(Programs may provide documentation [e.g., copy of letter from the appropriate agency, official listing, etc.] that the program is approved by the state in which it is located and that the institution meets regional accreditation standards.)*	