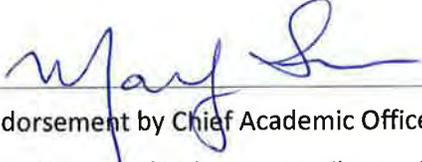


Form 11 Moderate Degree Change Proposal Questionnaire

PART A Fundamental Information Required for all Moderate Degree Change Proposals

- 1 **Institution Name:** Central Washington University
- 2 **Institutional Endorsement of Moderate Degree Change Proposal by Chief Academic Officer**


Endorsement by Chief Academic Officer (Signature) _____ Date 12/2/11

Print Name and Title Marilyn Levine, Provost

3 **Contact Information (Academic Department Representative):**

Name: Gene Johnson

Title: Director, School Psychology Training Program

Address: Central Washington University, 400 E. University Way, Ellensburg, WA 98926

E-mail: johnsong@cwu.edu

Telephone: 509-963-2501

Fax: 509-963-2307

4 **Degree Title Change:**

Current title (pre-change): Master of Education (M.Ed) School Psychology

Proposed title (post-change): Educational Specialist Degree (Ed.S) School Psychology

Start date(s) for new degree(s): September 2012

End date(s) for old degree(s): August 2012

Note: the degree title consists of three elements: level, type, and major. For example, a BA in Psychology is a bachelor (level) of arts (type) degree in Psychology (major).

5 **Type of Change Requested (Check One):**

- Conversion of eligible options, specializations, or concentrations into degrees
- Consolidation of two or more eligible degrees into a single new degree
- Change in level of an eligible program's degree designation
- Other (describe): _____

Note: "Other" changes need to be accompanied by a formal written exception request.

6 Rationale for Treatment of Change as a Moderate Degree Change

Why should the proposed degree change be categorized as a moderate degree change rather than a change requiring a full proposal for a new degree program?

The School Psychology program at Central Washington University has full accreditation (approval) by the National Association of School Psychologists (NASP) which is consistent with the other Educational Specialist programs throughout the United States. This proposal is considered a moderate degree change because the current degree awarded (M.Ed.) is a misrepresentation for the training that our graduates receive. According to our NASP approval, the Central Washington University School Psychology program is already recognized as a specialist-level program (<http://www.nasponline.org/certification/NASPapproved.aspx>). Although NASP has not mandated such a change, the accrediting organization has worked around the limitation of the Master's degree designation by identifying our program as a "specialist-level" program. The most recent program review was in 2006, and the program was awarded Full approval through December, 2013.

This request also is a moderate degree change because there will be no changes to the curriculum, faculty, student experiences, resources, or any other aspects of the program. Our students have been requesting this change for numerous years to more adequately reflect their training. With the designation of the lower degree (M.Ed), our program consistently loses prospective students to neighboring universities and will not be able to compete with other programs within Washington state that all offer a School Psychology specialist degree.

This request should also be considered a moderate degree change because the requirements for our program are significantly above and beyond those requirements for an M.Ed. The School Psychology program includes 99 quarter credits that must be completed. As a general rule, an Educational Specialist degree requires 90 quarter credits, while a Master's degree is 45 quarter credits. (<http://www.nasponline.org/certification/naspapproved.aspx> http://en.wikipedia.org/wiki/specialist_in_school_psychology) Sixty-six (66%) percent of all School Psychology programs in the U.S. offer the Ed.S. degree instead of a Master's degree, and our requirements (i.e. credits, outcomes, etc.) are consistent with such programs. Central Washington University is not keeping current with the trends of the field with the lower degree offering.

7 Accreditation

7a What kind(s) of program-specific accreditation are available?

7b What program-specific accreditation has been obtained or will be obtained, and when?

(If program-specific accreditation is available but will not be obtained, explain.)

7c How will the proposed program change affect program-specific accreditation?

(For example, will the program's accreditation change? Will the program change allow the program to retain its existing accreditation?)

The National Association of School Psychologists (NASP) offers program "approval" at the Specialist and the Doctoral levels. Our program has held NASP approval since 1989. As mentioned previously, NASP already considers our program to be a specialist level program due to the

number of credits that are required. Our NASP approval would remain the same, but the students would have a degree that is not only consistent with the level of training that is currently recognized by our NASP approval, but would also make them more marketable in the region for School Psychology positions. In addition, our graduates would be eligible for the higher salaries associated with the higher-level degree.

8 Other Basic Information

8a Will the degree-granting unit change?

Yes No

If yes, what are the old and new degree-granting unit names?

If no, what is the ongoing name?

College of the Sciences

8b Will the CIP code change?

Yes No

If yes, identify old and new CIP codes: _____

If no, identify ongoing CIP code: 42.1701

8c Concentrations, options, or specializations

Will not change
 Will change as follows: _____

8d Location(s) and mode(s) of delivery (check one):

Will not change
 Will change as follows: _____

NOTE: Changes in location or addition of distance delivery must be accompanied by a Location Notification of Intent (LNOI).

8e Scheduling (day, evening, weekend) and attendance options (full-time, part-time):

Will not change
 Will change as follows: _____

8f Have any of the programs involved in the change been involved in previous MDCPs?

Yes No If yes, which programs, which MDCPs, and when?

9 Short Form Questions for Externally Mandated Changes

9a Yes No The institution certifies that the proposed change is mandated by an external accrediting, licensing, or other regulatory authority and that the proposed change will not affect the program’s degree level, curriculum, or faculty, and will not have an adverse impact on any student’s learning experience.

If yes, describe the mandate and state its effective date:

Important instruction:

If the answer to question #9a is yes, answer question 9a and skip the rest of the questionnaire, including #9b and all of Part B.

The intent here is to capture, as simply as possible, externally mandated changes requiring a stand-alone degree or new title, but not a change in degree level.

9b Yes No (For changes in degree level only.) Is the change in degree level externally mandated?

Important instruction:

If the answer to question #9b is yes, then Part B question #10 is optional.

If the answer to question #9b is no, then Part B question #10 is required.

Part B questions #11-16 are required in both cases.

PART B Additional Information Required for Certain Proposals**Important instruction:**

For the sake of flexibility, the HECB will allow institutions the option of responding to Part B questions either by filling out the questionnaire completely, or by addressing the “yes or no” components of the Part B questions within the questionnaire form itself and addressing the other informational requirements by attaching a unified narrative response. If the institution chooses the unified narrative response approach, it must still submit Part B of the questionnaire, with answers to all “yes or no” questions clearly indicated.

*For questions requiring more than just a “yes or no” answer, the institution may elaborate in an attached unified narrative response, rather than in the body of Part B of the questionnaire. All such **narrative elaboration must be cross-referenced to specific questions in the questionnaire.***

For example, an institution electing to use the unified narrative response approach would fill out question #14c by checking “yes” and making a cross-reference statement such as “See narrative, page 5, paragraphs one and two.”

10 Rationale for Change

Provide a rationale for making the proposed change at the proposed time, including:

- An overview describing the proposed change (including what is changing and why).
- A history of relevant, existing, pre-change programs and a description of how they have evolved over time.
- A description of how the change will benefit students and employers in the changing workplace.
- A description of the community need for the proposed moderate degree change.
- A description of how the proposed change will align with or help implement the Statewide Strategic Master Plan for Higher Education.

This moderate degree change proposal is being submitted in order to change the title and level of degree offered by the School Psychology graduate program at Central Washington University. Currently, the program offers candidates the Master of Education (M.Ed.) upon program completion. The program consists of three years of study including two full years on campus followed by a full year, full time (minimum 1200 hours), internship in a public school system. While the program currently consists of 99 quarter hours of coursework, our students are only afforded a Master of Education degree because it is the highest degree designation that can be granted by Central Washington University. The Educational Specialist level degree is being requested through the legislative process as it will more accurately reflect the amount of coursework completed by our students.

Entry level into the profession of School Psychology requires training at the Specialist Level (minimum of 90 quarter hour program). Certification and accreditation bodies (NASP, NCATE, OSPI) do not require the graduate to hold the Specialist degree, but they do require the candidate to possess a similar level of training (90 quarter hours). Currently, there are four traditional School Psychology programs in the State of Washington, existing at the University of Washington, Eastern Washington University, Seattle University, and Central Washington University. The University of Washington offers both the doctoral and specialist degrees in school psychology. Eastern Washington University was approved to offer the Educational Specialist degree in school psychology in 2011, while Seattle University has always offered the specialist degree. All programs

in Idaho and Montana offer specialist degrees in their school psychology programs. All but one program in the State of Oregon offers at least the Specialist degree. If Central is not approved to offer the Specialist degree in their School Psychology graduate program, we will be the only program in the State to continue to offer the Master's degree, and be placed at a distinct disadvantage when recruiting at both the state and regional levels.

The benefit to our students from the proposed degree change would be the additional status of holding the higher level degree which would more accurately reflect their level of education. For example, students can obtain a master's degree in other areas by completing 45 hours of coursework. Our students complete more than twice as much coursework, but receive the same degree. Also, students would benefit monetarily by being guaranteed steps on the state salary schedule which now often must be negotiated. For example, a current 2011 program graduate was offered a position in the State of Colorado. As she was granted her master's degree upon completing 99 quarter hours of coursework, she was placed on the school district's salary schedule at the beginning master's degree level, which in that state, was also 45 quarter hours. As a result, she lost the financial benefit of having an additional 54 hours of graduate credit because she did not have a Specialist degree at the end of her program. It is a disservice to our students and their level of training to provide only the M.Ed. when they have truly earned enough credits for the "Master's degree plus 45" line on the pay scale. Having the Ed.S. degree would eliminate the need for our graduates to self-advocate for a higher salary based on their transcripts and make them more competitive on the state and national scales.

Shortages in the area of School Psychology have existed in the past, exist currently, and are predicted to exist into the future (OSPI). The benefit to employers and the community to changing Central's degree status would be to insure that we continue to have an ample supply of program applicants. As stated earlier, if we are the only program in the State to offer a master's degree instead of a specialist degree, we would unlikely be competitive in obtaining a sufficient number of applicants to fill our program.

This degree change is in line with the 2009-11 Statewide Strategic Master Plan for Higher Education by addressing objective A of Goal 2, -Improve interaction with clients, customers, stakeholders, and partners. In particular, the transition to the higher degree title reflects Central's intention to "maintain and enhance quality outreach, education, and training that are relevant, timely and coordinated."

Employers will benefit by being able to recognize and accurately hire well prepared and trained school psychologists more easily. School Districts and related employers are aware that graduates with Ed.S. degrees have a minimum of 90 quarter credits (60+ semester credits) in their program of study. Master's degree programs only require 30 semester credits (45 quarter credits). Employers will also know that they have hired employees with more comprehensive preparation and more experience. Employers would have the benefit of knowing that the graduates from the program have finished a full time internship as well as all of the requirements for the Ed.S. degree. Finally, and perhaps most importantly, the benefit to employers is our ability to provide high quality graduates to address the shortage of school psychologists in Washington State.

11 Projected Enrollment:

Year 1 (enter year here 2012) FTE: 11
 Full Enrollment (year 2012) FTE: 11

12 Cost of the Change:

Start-up \$ 0 Explain: _____
 Source: \$ 0 State FTE _____
 \$ 0 Self Support _____
 \$ 0 Other - Explain: _____

Ongoing \$ 0 Explain: _____
 Source: \$ 0 State FTE _____
 \$ 0 Self Support _____
 \$ 0 Other - Explain: _____

NOTE: Report only those start-up and ongoing costs attributable to the change.

13 Evidence for Student and Employer Need

(Enrollment/graduation data for existing program(s) and other data, if appropriate)

13a Name of Pre-Change Program Master of Education School Psychology
 (one table for each program involved; submit additional tables as attachments, as needed)

Table 13.1 Enrollment and Graduation Statistical History

	Year	# of Qualified Applicants (If available)	# of Admission Offers (If available)	Total Enrollment (FTE)	# of Graduates (Headcount)	Job Placement Rate (If available)
Current Year						
1 Year Ago				8		
2 Years Ago				7		
3 Years Ago				4	4	100%
4 Years Ago				5	5	100%
5 Years Ago				6	6	100%

- 13b What percentage of program graduates, on average, pursues higher degrees after graduation (if available)? 5%
- 13c What percentage of program graduates, on average, obtains employment appropriate to their training (if available)? 100%
- 13d Provide other evidence of student and employer need, if appropriate (for example, if the data requested in 13a-13c may not be a good indicator of future need).

Currently, there are school psychologist shortages in all regions of our country including Washington State. Training programs in our state produce less than half of the school psychologists required each year due to attrition. This requires local education agencies to hire individuals from out-of-state that are not well versed in Washington State's educational issues. Current predictions by OSPI indicate existing and future shortages in the area of school psychology. School psychology consistently ranks within the top three shortage areas as specified by OSPI.

- 13e If the proposed change involves a degree level change that is not externally mandated, provide additional evidence for student and employer need for degrees at the post-change degree level. The additional evidence must be similar to that which would be provided in a full proposal for a new degree.

The Educational Specialist degree, or Ed.S, is a terminal academic degree providing training above the master's degree level, but below the doctoral level. Specialist programs generally involve two years of coursework and practica followed by an intensive internship. Specialist programs typically require in excess of 90-quarter hours of coursework beyond the bachelor's degree, or approximately 45-quarter hours beyond a masters degree. Current school psychology training standards, as specified by the Office of the Superintendent of Public Instruction (OSPI) in the State of Washington, and the National Association of School Psychologists (NASP), require training at the specialist level for entry into the profession.

Although the M.Ed., which is typically a 45-quarter hour degree, is currently granted at CWU, students in our program are required to complete 99-quarter hours to receive their degree. The program at CWU includes three years of study, one of which is year-long intensive internship (minimum of 1200 hours). In summary, the school psychology program at CWU currently meets or exceeds all of the requirements of a specialist degree program.

The major advantage for CWU in offering the specialist degree in school psychology would be to stay competitive with other school psychology programs in the region and continue to attract qualified graduate student applicants to the program. The University of Washington and Eastern Washington University has recently received approval to offer the specialist degree for their school psychology programs. With the Educational Specialist degree now

being offered at these institutions, CWU is one of only two school psychology programs in the Pacific Northwest that does not offer the specialist degree. Even though our school psychology program has one of the best reputations in the northwest, we will have increasing difficulty competing with other school psychology programs if we continue to offer a master's degree instead of a specialist degree. On the other hand, if we were able to offer a specialist degree, we would be in an excellent position to increase our enrollment in the program and strengthen our reputation. We would also be able to insure that our graduates receive the educational and monetary recognition that they deserve.

Notes:

- 13.1 The data in item 13 is intended to serve as a proxy for the student and employer need data required in a full proposal for a new degree.
- 13.2 The year column in table 13.1 is for academic years.

14 Pre- to Post-Change Comparisons

14a Will the target student audience change?

Yes No

If yes, compare and contrast the pre- and post-change target audience of students, noting any changes.

14b Will the admission requirements change?

Yes No

If yes, compare and contrast the pre- and post-change admission requirements, noting any changes. Also, if pre-requisite courses are changing, list and describe the changes.

14c Will the learning objectives change?

Yes No

If yes, compare and contrast the pre- and post-change learning objectives for students, noting any changes.

14d Will the normal time to graduate change?

Yes No If yes, summarize changes.

14e Will the faculty change?

Yes No

If yes, provide a paragraph or two summarizing faculty changes. Include a summary of significant anticipated changes in faculty personnel. Include a summary of significant anticipated changes in faculty qualifications. For example, if a degree program is changing level from a baccalaureate to a master's program, will the proposed new master's program feature a higher level of full-time tenure-track faculty holding doctoral degrees than the baccalaureate program that it is replacing?

14f If the answer to 14e is yes, fill out the following program faculty table:

Table 14.1 Faculty FTE Changes

Number of FTE Provided for Program(s) by:	Pre-Change # of FTE	Post-Change # of FTE
Full-Time Tenure-Track Faculty with Highest Degree at:		
Doctoral Level		
Master's Level		
Other (describe other degrees or qualifications)		

Full-Time Non-Tenure-Track Faculty with Highest Degree at: <div style="text-align: center; padding: 5px;"> Doctoral Level Master’s Level Other (describe other degrees or qualifications) </div>
Part-Time Faculty with Highest Degree at: <div style="text-align: center; padding: 5px;"> Doctoral Level Master’s Level Other (describe other degrees or qualifications) </div>
Total FTE for program(s)

Description of other degrees or qualifications, if applicable:

Full-time tenure-track faculty _____

Full-time non-tenure-track faculty _____

Part-time faculty _____

14g Will the facilities change?
 Yes No If yes, summarize changes.

14h Will the curriculum change?
 Yes No

If yes, provide a paragraph or two summarizing curriculum changes. Include total number of credits pre- and post-change, and specify how many credits pre- and post-change are required and elective.

Attach a table such as example table 14.2, in which a Developmental Psychology option within a BA Psychology degree is being converted to a BA in Developmental Psychology.

Table 14.2 Curriculum Changes - EXAMPLE

Required Courses for Post-Change Program		
Course Number		Credits
DPSY 300 (formerly PSYCH 300)	Intro to Developmental Psychology	5
*DPSY 305 (formerly PSYCH 305)	Early Development (formerly Early Childhood Psych)	5
*DPSY 307 (new course)	Psychology of Adolescence	4
Etc.		Etc.
Total Required Credits		45
Elective Courses for Post-Change Program		
*SOC 310 (new elective)	Sociology of Families with Young Children	3
Etc.		Etc.
Total Elective Credits		45
Total Credits in Program		90

Important instructions for Table 14.2

- Please attach a similarly formatted table that includes all of the elements in table 14.2.
- For each course, note changes in parentheses.
- Put an asterisk (*) in front of new courses and courses with curricula that will change significantly.
- Add notes to describe changes not easily captured in a tabular format.

15 Internal Analysis

Briefly describe the internal analysis upon which the MDCP is based. Include:

- Dates of most recent program review and program-specific accreditation review.
- Indication of whether the analysis is based on a program review and/or program-specific accreditation review.
- Description of institutional personnel, committees, or other groups that have been involved with the change, and their roles.

Note: The analysis does not have to be based on program review or program-specific accreditation review, but if it is not, indicate what other information the analysis is based on.

The School Psychology Training Program at CWU was most recently evaluated by the National Association of School Psychologists in January, 2007. This review provided the program Full Approval through December, 2013 (see attached review summary). Results from this review support the fact that although CWU offers the M.Ed to program graduates, it is viewed by NASP as being a specialist level program.

During the spring of 2011, meetings were held on campus involving the Provost, Assistant Vice President of Undergraduate Studies, Dean of the College of the Sciences, Psychology Department Chair and Program Director. Concern was raised that soon, Central would have the only School Psychology graduate program in Washington state that did not offer the Specialist Degree. This would threaten the Program's viability and make it difficult to attract future students. Given that Central was committed to training school psychologists and helping to alleviate state and national shortages, the decision was made to pursue the higher level degree.

Discussion on campus continued in the fall of 2011 with the Vice President of Undergraduate studies. The Dean of Graduate Studies was brought into the conversation as were members of the Graduate Council. Currently, the proposal is navigating the standard University curriculum review process. Psychology Department and College of the Sciences Dean approval has been obtained as has approval from the Center for Teaching and Learning. The Graduate Council has been made aware of the proposal, and plan to discuss it at their next meeting. The Faculty Senate Curriculum Committee will review the proposal at their next meeting and pass it on to the Faculty Senate Executive Committee and on to the Provost for Board of Trustees approval.

16 External Expert

16a Attach a statement or report from an external expert from a peer institution or a program-specific accrediting body indicating whether the proposed changes:

- Would result in a program that:
 - Has an appropriate degree title and degree level.
 - Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level.
 - (For conversions only) Makes sense as a separate major.
- Are consistent with trends in the field.
- Are responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements.

16b Attach a brief description of the external expert's qualifications. The external expert must be selected in accordance with the same guidelines used in selecting external experts to review full proposals for a new degree program.

Dr. Susan Ruby is an Associate Professor of Psychology, and Director of the School Psychology Program, at Eastern Washington University. Dr. Ruby received her Ph.D. in Education with emphasis in School Psychology from the University of California-Riverside in 2005. She also holds the M.ED. and Ed.S. degrees in School Psychology from the College of William and Mary. Dr. Ruby is a Nationally Certified School Psychologist and has practiced in Washington, California, Hawaii, Texas, Idaho and Virginia. Recently, she was responsible for obtaining the Specialist degree (Ed.S.) for EWU's program.



Susan Ruby, Ph.D., NCSP
Director, School Psychology Ed.S. Program
Associate Professor, Psychology
509-359-6050 work 509-359-6325 fax
sruby@mail.ewu.edu

October 28, 2011

Dear Higher Educator Coordinating Board Administrators,

I am writing at the request of Dr. Eugene Johnson, Director of School Psychology at Central Washington University (CWU). I understand that CWU is seeking to change the School Psychology Program degree name from a Master's of Education (M.Ed.) to an Educational Specialist (Ed.S.). I have reviewed the CWU program documents and respond below to questions asked of external reviewers in the Moderate Degree Proposal process.

- 1) **Does the program have an appropriate degree title and degree level?** According to CWU's School Psychology Handbook, "The degree and certification program in school psychology consists of 101-quarter hours of coursework, practica and internship." Clearly, CWU's 101 quarter credit requirement is above the master's level and better reflected by the degree name, Educational Specialist, which requires a minimum of 90 quarter credits. Moreover, CWU's program is approved by the National Association of School Psychologists (NASP) and is listed on the NASP website as a "specialist level" program despite the current M.Ed. designation. NASP only lists programs as specialist or doctoral level.
- 2) **Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level.** The CWU program is fully approved by NASP and is accredited by NCATE. Because they have current approval, I am confident that the design, depth, breadth, and curriculum is appropriate for the Ed.S. designation. CWU's program is very similar in structure to our program at Eastern Washington University, which was just granted authority to offer the Ed.S. degree.
- 3) **Is consistent with trends in the field.** School psychologists receive their certificates from state departments of education. In reviewing nation-wide trends in state requirements for certification, it is clear that states are attempting to be flexible to allow for inter-state differences and for respect of experience and those trained in previous decades. That being said, the language in state requirements for certification as a school psychologist describes the Ed.S. level; most state that school psychologists must obtain three years of formal training including one year of full time internship. Some states require possession of an Educational Specialist degree "or equivalent" in school psychology. Many states either recognize or require the NCSP, which is Ed.S. level training. In reviewing NASP approved programs, degree names appear to reflect trends in the state/region. Oregon, Montana's and Idaho's programs offer Ed.S. degrees. Within Washington, Seattle University has offered an Ed.S. for some time, and both the University of Washington and Eastern Washington University have just obtained approval to offer the Ed.S. degree. Unless Washington State's School Psychology Programs offer the Ed.S. degree, candidates from other states will be in better position to apply for jobs available within the state.

4) Is responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements. Offering the Ed.S. degree will assist CWU in maintaining their NASP approval. The degree name speaks to the minimum requirement of 90 quarter credits and allows for consistency in degree names among specialist level programs. Candidates will also find they are placed more appropriately on salary schedules across the nation when they have the correct degree name reflecting their work.

As a trainer of school psychologists, I believe that is essential to provide our students with a degree that matches the rigorous level of study and training they are required to complete. It makes sense to request permission for the comprehensive regional universities in Washington to offer degrees higher than a Master's degree when the degree title/name reflects best practice or "the standard" for practitioners, not researchers. The Ed.S. is a practitioner degree, not a research degree, and this is important to go along with the mission of our comprehensive regional universities. The National Association of School Psychologists, Washington State Association of School Psychologists, and the Professional Educator Advisory Board (for EWU) have provided letters of support for the Ed.S. degree to be offered and recognized in Washington State. No voice of concern or opposition has been offered.

Please feel free to contact me regarding any questions you may have about my review of CWU's program and the appropriate fit between program and degree name of Educational Specialist. I fully support their desire to adopt the new degree designation.

Sincerely,

A handwritten signature in cursive script that reads "Susan Ruby". The signature is written in dark ink and is positioned above the printed name.

Susan Ruby



NATIONAL
ASSOCIATION OF SCHOOL
PSYCHOLOGISTS

4340 EAST WEST HIGHWAY #402
BETHESDA, MD 20814
301-657-0270/FAX: 301-657-0275

*NASP Program Approval Board
306 Carmichael, Box 870231
The University of Alabama
Tuscaloosa, AL 35487-0231
205-348-7583/FAX: 205-348-0683
nasppab@bamaed.ua.edu*

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

January 10, 2007

Dr. Eugene Johnson
Central Washington University
Department of Psychology
400 E. University Way
Ellensburg, WA 98926-7503

johnsong@cwu.edu

Dear Dr. Johnson:

Enclosed is the report and summary of comments concerning the review of your *specialist* program by the National Association of School Psychologists (NASP). If you are in a unit accredited by the National Council for Accreditation of Teacher Education (NCATE), official transmission of the findings will be sent via NCATE to your institution.

Your submission was evaluated by reviewers with training in the application of the NASP *Standards for Training and Field Placement Programs in School Psychology*. The materials were carefully analyzed for evidence of program compliance with NASP standards. The reviewers' evaluations and comments were then considered by the NASP Program Approval Board.

It was the decision of the Program Approval Board to grant **Full Approval** of your program for the period of *January 1, 2007* through *December 31, 2013*. Congratulations!

An official list of NASP Approved Programs is published twice each year in the NASP *Communiqué* and website. Your program will be included in that list. Candidates who

graduate from your program while it holds approved status are automatically eligible for the National Certificate in School Psychology, pending the attainment of a passing score on the Praxis II Examination in School Psychology and documentation of an internship consistent with NASP standards.

Your next submission for NASP approval will be due by the deadline for the fall review cycle of the year in which your approval expires, although you are encouraged to consider submission for the spring review cycle of that year. A full submission will be required for your next program review, according to the instructions and deadlines located on the NASP website at

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

Please note that **NASP has changed its submission process for program approval**, according to recent NCATE requirements that all specialty programs must use a standard online template. Beginning in 2007, NASP's new online submission process will be required for all programs, including programs in NCATE institutions as well as those not in NCATE institutions. It is likely that your next submission for NASP approval will require that you use the new online process. We encourage you to visit our website to review the online submission requirements as soon as possible and recommend that you begin your plans to implement assessments and other program activities that will be needed for the online submission. We will provide workshops about the new online submission process at the 2007 NASP convention and plan to provide additional workshops at future NASP conventions. Please check our website frequently for updates and information about the online submission process.

The *NASP Standards for Training and Field Placement Programs in School Psychology* will continue to provide the foundation for program reviews, and a program's online submission will be evaluated to determine that the program meets NASP standards in policy and practice. However, the new online submission process requires that programs submit extensive information for 6-8 assessments, including descriptions, detailed scoring guides and criteria, and aggregated candidate assessment data as evidence that NASP standards are being met by the program. School psychology programs will submit information for the following assessments: state or national school psychology credentialing exam; program or course-embedded assessment of candidate knowledge; practicum evaluations; intern evaluations by field supervisors; comprehensive, performance based assessment of interns by program faculty; and assessment that demonstrates candidates' positive impact on student learning environments or student learning. Programs will submit data that aggregates candidate data on all assessments for the three years prior to the program's submission.

In addition to providing detailed assessment information in the online submission, a school psychology program will document that assessments and candidate attainment data provide support that the program meets NASP Standard II (Standards 2.1 to 2.11, which are the domains for training and practice) and demonstrate how faculty are using data from assessments to improve the program. Also, a program will be required to submit evidence pertaining to field experiences/internship and will submit attachments

containing program handbooks, masked student transcripts, course syllabi, and other materials demonstrating that the program's policy and practices are consistent with NASP standards.

On behalf of the Program Approval Board, and the National Association of School Psychologists, I wish to congratulate you and your colleagues on your efforts to develop a strong program. We hope the information we have provided will be of assistance in your continuing efforts to advance your program. If I can be of any further assistance, please do not hesitate to let me know.

Sincerely,

Patti Harrison

Patti L. Harrison, Ph.D., NCSP
Chair, NASP Program Approval Board

cc: NASP Program Approval Board
NASP Director for Professional Standards
NASP Program Reviewers that Evaluated Your Specific Program

Fredric Provenzano, Ph.D., NCSP
Private Practice in Psychology
5506 33rd Ave. NE, Suite D, Seattle, WA 98105

Fredric Provenzano, Ph.D., NCSP, *Licensed Psychologist*
Christine Mielenz, Ph.D., NCSP, *Psychology Resident*
Judith Ann Janesheski, B.A., *Psychometrist*
Lauren Christophersen, *Office Coordinator*

Phone: 206/361-2343
Fax: 206/361-0353

October 21, 2011

To Whom It May Concern:

I have been asked by Eugene Johnson, Ed.D., NCSP, Director of the School Psychology Program at Central Washington University (CWU), to comment on that Program's efforts to gain approval of a Specialist degree (Ed.S.) in school psychology to replace the current Master's degree. He has asked for my comments in my capacity as the Washington State Delegate to the National Association of School Psychologists (NASP) and as the Western Regional Delegate on the NASP Ethics and Professional Practices Committee. My service in that organization for the past 21 years has included four terms as state delegate, Western Region Representative to the Executive Council, Program Manager for Professional Development, national convention chair, and leadership development chair. I am currently a licensed psychologist and nationally certified school psychologist in private practice and have been an affiliate Teaching Associate in the University of Washington's School Psychology Program since 1990.

The transition from recognizing the graduate level of formal training in school psychology as different from a Master's degree has been gaining momentum throughout the United States. This has been prompted in part by the National Teacher Examination and its recognition of levels of proficiency over and above the entry level. Teachers with a Master's degree have completed approximately a one-year program of 30 graduate credits (45 quarter credits).

It has been widely recognized that the entry level for school psychologists in the United States is significantly higher than that for teachers. Virtually all states adhere to the NASP standards of completion of the equivalent of a three-year program of graduate study that includes 60 or more graduate credits (90 quarter credits). This training includes a minimum of one academic year of supervised internship experience. This entry level for school psychology practitioners is roughly equivalent to the clinical training expected for doctoral students. I'm sure that Dr. Johnson can provide you with a copy of the 2010 revision of *NASP Standards for Graduate Preparation of School Psychologists* if you would like to review the standards for NASP-approved training programs, and I am providing him with a NASP position statement that includes the NASP definition of "Specialist-level" graduate preparation in school psychology..

The Specialist level degree recognizes this significantly greater and more intensive level of training that is required of school psychologists. It also serves the public by signaling to them that these practitioners possess this higher level of professional preparation, and allows the public more direct information for making discriminating comparisons among service providers who will serve them and their children. It is not surprising that the School Psychology programs at the University of Washington and Eastern Washington University are in the process of approving the transition from the Master's degree to the Educational Specialist degree. I encourage and support CWU's plan currently under consideration to do the same.

Sincerely,



Fredric Provenzano, Ph.D., NCSP
Psychologist, WA lic. #1022