



THE GRADUATE SCHOOL  
UNIVERSITY OF WASHINGTON

Box 353770 G-1 Communications Seattle, WA 98195-3770

Telephone: 206-543-5900 Fax: 206-685-3234 Web: <http://grad.washington.edu>

June 13, 2011

Dr. Randy Spaulding, Director  
Academic Affairs  
Higher Education Coordinating Board  
917 Lakeridge Way  
Olympia, WA 98504

Dear Dr. Spaulding:

Please find enclosed the proposal to establish the Educational Specialist (Ed.S.) degree at the University of Washington. This program is currently offered as a Master of Education (M.Ed.) degree from the College of Education. Since no aspects of the program will change except for the degree title, we submit this proposal as a Moderate Degree Change. Evaluations of the proposal were conducted by Dr. Rebecca S. Martinez, Associate Professor at Indiana University – Bloomington, and by Dr. David Shriberg, Associate Professor, School Psychology Program at Loyola University. These evaluations are enclosed as an appendix to the proposal along with the program's response to the external reviewers' comments.

Please contact Robert Corbett at (206) 616-0657 or by email at [rcorbett@u.washington.edu](mailto:rcorbett@u.washington.edu) with any questions you may have regarding these proposals.

Sincerely,

Gerald J. Baldasty  
Vice Provost and Dean

James Scott Antony  
Associate Vice Provost and Associate  
Dean for Academic Affairs

Enclosures

cc: Douglas J. Wadden, Executive Vice Provost for Academic Affairs and Planning,  
Office of the Provost  
Martin T. Howell, Assistant Dean for Academic & Student Affairs, College of Education  
James J. Mazza, Associate Professor, College of Education  
Janine Jones, Assistant Professor, College of Education  
David Canfield-Budde, Academic Program Specialist, The Graduate School  
Robert Corbett, Coordinator of New Programs, Office of Undergraduate Affairs  
and Office of Academic Affairs, The Graduate School

Moderate Degree Change Proposal Checklist

**Comments in bold and italics indicate either section or topic is covered in narrative guidance.**

Part A Fundamental Information Required for all Moderate Degree Change Proposals

*Answers to the following will be provided as a cover sheet to the proposal*

1 Institution Name: University of Washington

2 Institutional Endorsement of Moderate Degree Change Proposal by Chief Academic Officer

	June 13, 2011
Endorsement by Chief Academic Officer (Signature)	Date
Print Name and Title	Gerald J. Baldasty, Vice Provost and Dean, The Graduate School

3 Contact Information

Name: Jim Mazza

Title: Professor, Director of School Psychology Program

Address: Miller 322M

E-mail: mazza@uw.edu

Telephone: (206) 616-6373

Fax: (206 ) 616-6311

4 Degree Title Change

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

Proposed title (post-change): Educational Specialist (School Psychology)

Start date(s) for new degree(s): Fall 2011

End date(s) for old degree(s): Fall 2011

5 Type of Change Requested

Conversion of eligible options, specializations, or concentrations into majors or 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

***A formal written request for consideration as moderate degree change proposal will be included in the cover letter provided by the Graduate School***

*Form 11 Questions that should be responded to in narrative form or provided as an appendix to proposal*

6 Rationale for Treatment of Change as a Moderate Degree Change — Discuss in section 1

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?

7 Accreditation — **Discuss the following in section 2 if program is professionally accredited or such accreditation is available.**

7a What kind of program-specific accreditation is 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?)

8 Other Basic Information —

8a Degree granting unit . Include past name if changing.

College of Education

8b  Yes  No Will the CIP code change?

If yes, identify old and new  
CIP codes: 42.1701

42.2805 (Note: This is the revised CIP for School Psychology; see <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=42.1701>)

8c Indicate any new concentrations, option or specialization and, if applicable, changes to those existing.

none

8d Indicate whether location(s) and mode(s) of delivery are changing .

no changes

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

8e Indicate whether scheduling (day, evening, weekend) and attendance options (full-time, part-time) are changing.

no changes

8f Have any of the programs involved in the change been involved in a Moderate Degree Change Proposal (MDCP)?

no

9 Short Form Questions for Externally Mandated Changes — **Discuss in section 2 if proposed change is in response to mandate by an accrediting agency or other body.**

9 a 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.

Yes  No

9b (For changes in degree level only.) Is the change in degree level externally mandated?

Yes  No

10 Rationale for Change — **Discuss Bullets 1 & 2 in Section 1; discuss Bullets 3-5 in Section 2**

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.

11 Projected Enrollment — **Discuss in Section 5**

12 Cost of Change — **Discuss in Section 7**

13 Evidence of Student and Employer Need — **Discuss in Section 3**

13a Name of Pre-Change program and Enrollment and Graduation Statistics

13b What percentage of program graduates, on average, pursues higher degrees after graduation (if available)?

13c What percentage of program graduates, on average, obtains employment appropriate to their training (if available)?

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).

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.

14 Pre to post-change comparisons — **Discuss in Section 5 except where a different section is suggested.**

14a Target student audience

14b Admission requirements

14c Learning objectives

14d Normal time to graduate

14e Faculty — **Discuss in Section 6**

14f If faculty will change for new degree, include program faculty table in narrative

14g Facilities — **Discuss in Section 7**

14h Curriculum

Include curriculum change table in narrative

15 Internal Analysis — **Discuss in section 1**

16 External Review including reviewer biography

*External reviewers will be contacted by the appropriate staff based on recommendations from the proposing unit. Depending on their relevance, external review materials from unit's academic review may be used.*

**HECB Moderate Degree Proposal  
School Psychology Program  
University of Washington**

**Current title (pre-change): MASTER OF EDUCATION (SCHOOL PSYCHOLOGY)**  
**Proposed title (post-change): EDUCATIONAL SPECIALIST (SCHOOL PSYCHOLOGY)**

*1) Rationale for Proposed Change (Q6, Q10, and Q15)*

*Provide a rationale for making the proposed change at the proposed time. Include an overview of the change describing what is changing and why. (Q10, Bullet 1) Include a discussion of its effect on students; the timeline for planned implementation; and what analysis and institutional planning has contributed to the proposal. Provide any additional information as appropriate. Specific areas to address include:*

- Explain why the proposed change can be characterized as moderate for the unit and institution (Q6)*
- A history of relevant, existing, pre-change programs and a description of how they have evolved over time. (Q10, Bullet 2)*
- Dates of most recent program review and program-specific accreditation review. (Q15, Bullet 1)*
- Indication of whether the analysis is based on a program review and/or program-specific accreditation review. (Q15, Bullet 2)*
- Description of institutional personnel, committees, or other groups that have been involved with the change, and their roles. (Q15, Bullet 3)*

The School Psychology program at the University of Washington is well established with full accreditation (approval) by the National Association of School Psychologists (NASP) that is consistent with the other Educational Specialist programs in the rest of the country. This is a moderate degree change because the current degree (the M.Ed.) is a misrepresentation for the training that our graduates receive. According to our NASP approval, the UW School Psychology Program is **already recognized as a specialist-level program** (<http://www.nasponline.org/certification/NASPAproved.aspx>). Although NASP has not mandated such a change, the accrediting organization has worked around the limitation of the Master's degree designation by acknowledging/identifying our program as a specialist-level program. The most recent program review was in 2008, and the program was awarded 7 years (the maximum) of approval. Our next review will be in 2015.

This request 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 asking for this change for the past 7 years, hoping that the high caliber of training from the UW School Psychology program would be recognized more accurately as it is at other institutions—including potential places of employment. The designation of the lower degree (Masters) coupled with the higher credit load, our Master's program consistently runs the risk of losing prospective students to a neighboring university (a program with fewer credits, yet provides the degree offering of Educational Specialist). Furthermore, our students also run the risk of not being selected for interviews because their degree appears to be inferior to that of School Psychology program graduates from a neighboring university.

This request is also 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 124 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. Sixty-six (66%) percent of School Psychology programs in the U.S. offer the Ed.S. degree instead of a Master's degree and our requirements are consistent with such programs. The University of Washington is not keeping current with the trends of the field with the lower degree offering. Despite this deficiency, as shown in Table 1, the number of applications to our program has increased significantly from 5 years ago. We believe this trend will continue and the number of applications will increase even more with the higher degree offering. By offering the appropriate degree, the University of Washington will attract the strongest students and the School Psychology program will continue to graduate the best trained school practitioners who will also have a degree commiserate with their level of training, rather than a degree level that outwardly appears to be inferior in the field of school psychology.

This proposal is being submitted after consulting with the Dean of the College of Education (Tom Stritikus), Associate Dean of the College of Education (Steve Kerr), the Assistant Dean of the College of Education (Martin Howell), the Associate Vice Provost & Associate Dean for Academic Affairs of the Graduate School (Jim Antony), and the Academic Program Specialist of the Graduate School (David Canfield-Budde). All individuals involved in these consultations were in agreement that this new degree offering is in the best interests of the program and its students. Together we will work closely to ensure that, if granted, the transition to the new degree designation will occur smoothly and prevent any challenges for our students and graduates.

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 our intention to “maintain and enhance quality outreach, education, and training that are relevant, timely and coordinated.”

#### Transition Plan

All students currently enrolled in the program will be allowed to earn the new degree. The 2009-10 cohort of students will have the option to wait to graduate from the program until the 2011-12 academic year (after their internship) in order to have the Educational Specialist degree. If they choose to graduate in June 2011, they will receive the Master of Education degree and will not be grandfathered in to the Educational Specialist degree. All students in the 2010-11 cohort (and beyond) will receive the Educational Specialist degree after their internship year. The program will offer only the Educational Specialist degree and the Doctor of Philosophy degree once the transition is made and the new degree is approved. However, the code for the Master's degree program will remain open for a minimum of 3 years to ensure that students who were admitted into the Master's degree program would have the option to receive it (rather than the Specialist degree).

Timeline for Implementation:

April 2011	Submit proposal to HEC Board
May 2011	External reviews of Proposal
June 2011	Response from HEC Board
July-August 2011	Revise program website and marketing materials to reflect the new degree
September 2011	Notification of accrediting entities of new degree offering Notification of current students of the new degree offering
June 2012	Transcripts reflect the new degree title

2) *Accreditation (Q7 and Q9)*

*Please discuss the following:*

- *What kind(s) of program-specific accreditation are available?*
- *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.)*
- *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 level and the Doctoral level. The program has had NASP approval since 1998. 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 the NASP approval that we have, 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.

3) *Student, Employer and Community Need (Unmet Demand) (Q10 and Q13)*

*Describe how the proposed change will respond to student, employer and community and state need. Answers to the following should provide specifics about how the change will do so.*

*(Q13d-e) Report on existing students using table 1 on Enrollment and Graduation Statistical History. (Q13a-c) In your discussion, please include each of the following:*

- *A description of how the change will benefit students and employers in the changing workplace. (Q10, Bullet 3)*
- *A description of the community need for the proposed moderate degree change. (Q10, Bullet 4)*
- *A description of how the proposed change will align with or help implement the Statewide Strategic Master Plan for Higher Education. (Q10, Bullet 5)*
- *Provide other evidence of student and employer need, if appropriate.*
- *If the proposed change involves a degree level change that is not externally mandated, provide evidence for student and employer need for degrees at the post-change level.*

***Benefit to students:***

There are several benefits that the degree change offers our students. They will receive the recognition that matches the degree that they have actually earned. In addition, there will be increased marketability for our graduates. Our graduates would no longer have the “lesser degree” with more credits than the other programs in the area. Students also will be able to recognize that the University of Washington is also progressing with the field of School Psychology—the Ed.S. is the future of school psychology. Nationally, two thirds of School Psychology programs are offering the Ed.S degree leaving a dwindling *one-third offering the Masters degree*. It is widely recognized that the Masters degree usually requires fewer credits and less applied experience (and subsequently less training). That is not true for the University of Washington School Psychology Program. The final benefit to students is that when they graduate, they will be eligible for appropriate placement on the pay scale—which is of significant concern in an expensive metropolitan area such as Seattle. Moreover, the biggest challenge to our graduates is that a neighboring University offers the Ed.S. degree, graduates out 20-30 students a year and many receive positions at the higher pay scale *because* they have the Ed.S. degree. 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 a national scale.

***Benefit to Employers:***

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. Masters 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. Thus, the graduates from an Ed.S. program are ready to work independently. 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. Districts need high quality and well prepared school psychologists who can manage high workloads and avoid burnout. High quality School Psychologists would help fill the gap even when there continues to be a shortage within the setting.

***Community need:***

The community benefits from the degree change by having easier recognition that they have access to better prepared School Psychologists. The public will have better awareness of how our students are trained—even if it initially shows by the degree after the school psychologist’s name. Once they begin working with our graduates, they will notice that they are prepared for the many facets of school psychology work. It goes without saying that our graduates are the most competitive for School Psychologist positions in the state. They already are seen as receiving the highest quality of training compared to the other programs.

**4) Curriculum (Q14h)**

Describe the curriculum for the degree including any changes. If there are any changes, please indicate the total number of credits pre- and post-change, and specify how many credits pre- and post-change are required and elective. Report changes to the curriculum using Table 2, which has been partially filled out with some sample data to illustrate how it should be filled out.

There is no need for any changes to the curriculum after the change in the degree title. NASP has already approved the current curriculum and recognized the program at the desired change level of “Specialist.”

**School Psychology 2010-2011 Course Sequence**

**Year One Cohort (Basic Foundations)—Students beginning Autumn 2010 follow this):**

<b>Autumn Quarter 2010</b>	<b>Winter Quarter 2011</b>	<b>Spring Quarter 2011</b>
EdPsy 500 (Mazza) 1 cr Field Study	EdPsy 500 (Mazza) 1 cr Field Study	EdPsy 500 (Mazza) 1 cr Field Study
EdPsy 490 (Sanders) 3 cr Basic Educational Statistics M 4:30-6:50	EdSpe 504 (Brown, S.) 3 cr Special Education Law M 4:30-6:50	EdPsy 531 (adjunct) 3 cr Socialization School Age Child W 1:30-3:50
EdPsy 501 (Adjunct) 3 cr Human Learn & Educ Practice Th 4:30-6:50	EdPsy 502 (Herrenkohl or Adjunct) 3 cr Early Development Foundations W 12-12:20	EdSpe 525 (Schwartz, I.) 3 cr Education of Students with Autism or Severe Behavioral Disorders Th 4:30-6:50
EdPsy 548 (Brown, J.) 5 cr Personality Theory T, Th 12:00-2:20	EdPsy 550 (Murphy H) 3 cr Family Counseling T 9:30-11:50	EdPsy 551 (Cook, C.) 3 cr Group Interventions T 1:30-3:50
EdPsy 570 (Mazza) 2 cr Intro to School Psy W 9:00-10:50	EdPsy 568 (Provenzano) 3 cr Prof Issues & Ethics Th 12:30-2:50	EdPsy 552 (Jones, J.) 3 cr Multicultural Issues Th 12:30-2:50
<b>Total at least 14 cr</b>	EdPsy 591* (Berninger) 3 cr Research Methods T 1:30-3:50	EdPsy 591* (Adjunct) 3 cr Research Methods W 4:30-6:50
	<b>Total at least 13 cr</b>	Complete course out of College of Education and/or exceptionality requirements if not already met
		<b>Total at least 13 cr</b>

**Year Two Cohort (Clinical Skills and Practica)—Students admitted Autumn ‘09 follow this:**

Autumn Quarter 2010	Winter Quarter 2011	Spring Quarter 2011
EdPsy 507 (Cook, C.) 5 cr Educational Assessment/ Consultation M,W 9:00 – 11:30	EdPsy 544 (Mazza) 5 cr. Counseling M 1:00-3:50* * plus M 4:30-6:30pm reserved for client sessions	EdPsy 546 (Mazza) 5 cr Counseling Practicum M 2:00-4:20* * plus M 4:30-6:30pm reserved for client sessions
EdPsy 540 (Jones, J.) 5 cr School Psychological Assessment T,Th 9:30-11:50	EdPsy 549 (Cook, C.) 3 cr Consultation T 1:30-3:20	Edpsy 577 (Bernier, R) 5cr Educational Neuropsychology T,Th 1:00-3:20
EdPsy 572 (Cunningham) 3 cr Socio-Emotional Assessment M 1:00-3:50	EdPsy 564 (Cunningham) 5 cr Practicum in Assessment/Consultation M W 9:00-12:20, <i>or</i>	EdPsy 573 (Olson, E.) 5 cr Preschool Assessment/ Consultation (Practicum) T Th 9:30-11:50
<b>Total at least 13 cr</b>	EdPsy 564 (Jones, J.) 5 cr Practicum in Assessment/Consultation T Th 9:00-12:20  <b>Total at least 13 cr</b>	<b>Total at least 15 cr</b>

**Year Three Cohort (Pre-Certification Internship)—*Students admitted Autumn ‘08 follow this:***

Autumn Quarter 2010	Winter Quarter 2011	Spring Quarter 2011
Internship EdPsy 601 (Cunningham) 10 cr	Internship EdPsy 601 (Cunningham) 10 cr	Internship EdPsy 601 (Cunningham)10 cr
Internship Supervision & Case Study Seminar EdPsy 566 (Cunningham) 2cr T 5:00-6:50	Internship Supervision & Case Study Sem. EdPsy 566 (Cunningham) 2 cr T 5:00-6:50	Internship Supervision & Case Study Seminar EdPsy 566 (Cunningham) 2 cr T 5:00-6:50
<b>Total at least 12 cr</b>	<b>Total at least 12 cr</b>	<b>Total at least 12 cr</b>

**5) Student Enrollment and Impacts (Q11, Q14a-d)**

*Indicate the enrollment in the program at start-up and capacity. Also indicate what academic years start-up and full capacity would occur in. Briefly describe each of these areas for the revised program. If there are significant changes from the existing program, please explain what they are:*

- *Target student audience (Q14a)*
- *Admission requirements, including pre-requisite courses (Q14b)*
- *Learning objectives (Q14c)*
- *Normal time to graduate (Q14d)*

The program is currently operating at capacity. We typically receive between 80 and 100 applicants each year and only have slots for 14 students per cohort. There will be no changes in the target student audience, admission requirements, learning objectives, or the normal time to graduate.

#### 6) Faculty (Q14e)

List faculty who will offer the degree. Please describe changes (if any) to the faculty. Include a summary of significant anticipated changes in faculty and 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? For a program that is upgrading the level of the degree or that anticipates significant changes in faculty or faculty qualifications, include Table 3 on Faculty FTE changes.

Jim Mazza, PhD (Professor, Director of the School Psychology Program) – tenure track  
Janine Jones, PhD, NCSP (Assistant professor, School Psychology Program) – tenure track  
Clay Cook, PhD (Assistant Professor, School Psychology Program) – tenure track  
Ronald Cunningham, PhD (Teaching Associate) – non-tenure track

There will be no changes to the faculty as all are doctoral level psychologists with specialization in School psychology.

#### 7) Impact on Budget and Facilities (Q12, Q14g)

Describe any impacts this change will have on the existing resources for the program. Include source of funding (state FTE, self-support or other) and amounts required for start-up and on-going costs attributable to the change. If any additional facilities will be requested, or if there will be other facilities impacts, discuss these as well.

There will be no changes to the budget or facilities as a result of the moderate degree change.

#### 8) External Review (Q16)

**External reviewers will be contacted by the appropriate staff based on recommendations from the proposing unit. External reviewers will be asked to assess whether:**

*The proposal 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 of undergraduate options or concentrations only) Makes sense as a separate major.*
- *Is consistent with trends in the field.*
- *Is responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements.*

*Attach a brief description of the external reviewer's qualifications. The external reviewer must be selected in accordance with the following guidelines:*

- Reviewer currently works (or has previously worked) at a higher education institution that awards degrees at the level of the proposed program or higher.*
- *Reviewer holds a degree at the level of the proposed program or higher in the same or closely related field of study.*

- Reviewer has substantial experience in the field, either professional or academic, that is appropriate for the proposal.
- At least one reviewer has prior experience reviewing new programs and/or preparing for either national or regional accreditation reviews.
- There is no apparent conflict of interest. The following are examples of common conflicts of interest: candidate has a joint, adjunct or affiliate position with the unit; candidate was a mentor for or mentee of a faculty member in the unit; candidate was considered for a position in the unit within the last five years; candidate previously chaired a review committee in this unit; candidate served on a visiting committee in this unit; candidate has engaged in collaborative research with a member of the unit; candidate has been involved with a publication venture with unit faculty; candidate has a significant personal or professional relationship with a unit member; candidate received his/her academic degree(s) from this institution.

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### **External External Reviewers**

#### **Rebecca S. Martínez, Ph.D., NCSP**

Associate Professor  
School Psychology Program  
201 North Rose, Room 4012  
Bloomington, IN 47405-1006  
[Rsm@indiana.edu](mailto:Rsm@indiana.edu)  
<http://www.awcpindiana.org>

Qualifications: Dr. Martinez is a tenured professor in a School Psychology program that offers both the Ed.S. degree and a PhD degree in School Psychology. She has been involved in numerous program reviews at the national level including the National Association of School Psychologists and the American Psychological Association. She has no conflict of interest with the University of Washington School Psychology program.

#### **David Shriberg, Ph.D.**

Associate Editor, Journal of Educational and Psychological Consultation  
President, Trainers of School Psychologists  
Associate Professor  
School Psychology Program  
Loyola University Chicago  
[dshribe@luc.edu](mailto:dshribe@luc.edu)  
(312) 915-7087

Qualifications: Dr. Shriberg is a tenured professor in a School Psychology program that offers both the Ed.S. degree and a PhD degree in School Psychology. He has been involved in numerous program reviews at the national level including the National Association of School Psychologists and the American Psychological Association. He has no conflict of interest with the University of Washington School Psychology program.



**Table 1: Enrollment and Graduation Statistical History** (Table 13.1 on HECB Form 11. Submit one table for each existing program involved in the proposed change.)

	Academic Year	# of Qualified Applicants (If available)	# of Admission Offers (If available)	Total Enrollment (Headcount)	# of Graduates (Headcount)	Job Placement Rate (If available)
<b>Current Year</b>	2010-11	82	24	10		
<b>1 Year Ago</b>	2009-10	88	25	11		
<b>2 Years Ago</b>	2008-09	64	23	11	11	
<b>3 Years Ago</b>	2007-08	68	24	6	5	100%
<b>4 Years Ago</b>	2006-07	70	24	9	9	100%
<b>5 Years Ago</b>	2005-06	68	30	15	15	100%

What percentage of program graduates, on average, pursues higher degrees after graduation (if available)? 30% - 50%

What percentage of program graduates, on average, obtains employment appropriate to their training (if available)? 100%

**Table 2: Curriculum Changes Table (with examples)** (Table 14.2 on HECB 11)

<b>Required Courses for Post-Change Program</b>		
Course Number		Credits
<b>None</b>		
<b>Total Required Credits</b>		<b>same</b>
<b>Elective Courses for Post-Change Program</b>		
<b>None</b>		
<b>Total Elective Credits</b>		<b>same</b>
<b>Total Credits in Program</b>		<b>same</b>

**Table 3: Faculty FTE changes (Table 14.1 on HECB Form 11)**

<b>Number of FTE Provided for Program(s) by:</b>	<b>Pre-Change # of FTE</b>	<b>Post-Change # of FTE</b>
Full-Time Tenure-Track Faculty with Highest Degree at:		
Doctoral Level	3	3
Master's Level	0	0
Other (describe other degrees or qualifications)		
Full-Time Non-Tenure-Track Faculty with Highest Degree at:		
Doctoral Level	.9	.9
Master's Level	0	0
Other (describe other degrees or qualifications)		
Part-Time Faculty with Highest Degree at:		
Doctoral Level	1.33	1.33
Master's Level	0	0
Other (describe other degrees or qualifications)		
Total FTE for program(s)	5.23	5.23

**Description of other degrees or qualifications, if applicable:**

Full-time tenure-track faculty	_____
Full-time non-tenure-track faculty	_____
Part-time faculty	_____



# INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
Department of Counseling and  
Educational Psychology  
Bloomington

Rebecca S. Martínez, Ph.D., NCSP  
Associate Professor  
Indiana University School Psychology Program  
201 North Rose, Room 4012  
Bloomington, IN 47405-1006  
812-219-5867 Cell  
[rsm@indiana.edu](mailto:rsm@indiana.edu)

May 11, 2011

Dr. David Canfield-Budde  
Academic Program Specialist, The Graduate School  
Affiliate Assistant Professor, Germanics  
University of Washington  
315 Loew Hall, Box 352191  
Seattle, WA 98195  
(206) 685-6664 / 685-3519  
[dacan@u.washington.edu](mailto:dacan@u.washington.edu)

Dear Dr. Canfield-Budde:

Thank you for the opportunity to provide feedback on the University of Washington's HECB Moderate Degree Proposal. The proposal seeks simply to change the designation of the current program from Master's (M.Ed.) to Education Specialist (EdS). Because the current program already meets all of the criteria for the EdS degree, no changes will be made to the credit load, student experiences, faculty or any other aspect of the program.

I carefully considered the evidence presented in the HECB Moderate Degree Proposal and submit to the University my full support of the School Psychology Program's proposal to assign the Educational Specialist degree title to the current program. I want to commend members of the proposal writing committee for their succinct, comprehensive and data-driven proposal; you have made the job of your external reviewers very straightforward.

You have specifically asked me to make a recommendation to the University regarding the implementation of the plan by: (a) assessing the academic quality of the program; (b) evaluating the relevance of the program from a national perspective; (c) considering the intellectual sustainability of the program; and (d) evaluating the appropriateness of the EdS title for the current program of study. In the sections that follow, I offer specific feedback in support of my recommendation that the University accept the terms of the HECB Moderate Degree Proposal as they are written. First, I provide a bulleted summary of the evidence in support of the proposal. Second, I address each of the four particular areas for which you wanted specific commentary.



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## Summary of Evidence in Support of the HECB Moderate Degree Proposal

1. The program is already recognized by NASP at the Specialist level and approved through 2015. The current program already meets all of the criteria for a rigorous EdS graduate program in School Psychology.
2. Graduates of the current program receive a Master's degree, placing them at a disadvantage relative to colleagues who receive the EdS degree by completing similar or lesser quality graduate programs at other universities.
3. The University has experienced an upward trend in applicants to the School Psychology Program in the last five years. It is in the University's best interest to offer the degree that matches the rigor of the program or risk losing applicants to other programs (e.g., the neighboring university that offers the EdS).
4. The proposed change to align the program and the name of the degree awarded is commensurate with state legislation aimed at better serving the educational needs of the residents of Washington State.
5. The degree name change would reflect the level of training that is already provided in the program, thereby positioning graduates appropriately to compete for the best jobs and earn the most competitive salaries.
6. The degree name change represents a more accurate and honest portrayal to students, employers, the community and other stakeholders of the level of training and preparation the UW School Psychology Program graduates attain.
7. There is a shortage of school psychologists in Washington State (and across the country). By matching the degree earned with the degree awarded, the University is more likely to attract the most competent applicants and to graduate the highest caliber professionals to meet the need for school psychologists at the state and national levels.
8. The timeline for implementation is reasonable and appropriate.

## Specific Feedback on Four Elements of the Proposal

**Academic rigor.** The School Psychology Program at the University of Washington currently requires 124 quarter credit hours; this is significantly more than is required of either the Master's (45 credits) or the EdS (90 credits) degrees. The UW graduate program is comparable (or better) academically relative to school psychology programs across the country. Without a doubt, and since 1998, the School Psychology Program at the University of Washington has been preparing school psychologists to provide "effective services to help children and youth succeed academically, socially, behaviorally, and emotionally" (Standards for Graduate Preparation of School Psychologists, 2010, p. 1).

**The national perspective.** The current School Psychology Program at the University of Washington has been accredited by the National Association of School Psychologists (NASP) through 2015. NASP is the leading professional organization in the field of School Psychology. NASP has reviewed and accredited graduate programs in school psychology since 1998 and NASP



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approval is *the* trademark of excellence in school psychology graduate training. The University of Washington's School Psychology Program has been approved by NASP since 1998. The program's faculty are very highly regarded nationally and the program is recognized among students and trainers as one of the top graduate programs in the country.

**Intellectual sustainability.** The current program has two tenured professors, one tenure-track professor and one teaching associate all of whom are doctoral level school psychologists. The sequence of courses and experiences is appropriate, comprehensive and commensurate with NASP's 2010 Standards for Graduate Preparation of School Psychologists.

**Appropriateness of EdS title.** The proposed change in title of degree is appropriate because the program is NASP approved (and has been since NASP has been approving programs) and the credit hour requirements are already commensurate with the EdS degree program of study.

In sum, after reviewing the evidence for changing the designation of the University of Washington's School Psychology Program from Master's (M.Ed.) to Education Specialist (EdS), I submit my steadfast support for the University of Washington's HECB Moderate Degree Proposal as it is written. I thank you again, Dr. Canfield-Budde, for inviting me to provide my professional evaluation of this proposal. I wish you, your faculty and your students continued success in providing high quality, rigorous graduate training to tomorrow's best and brightest school psychologists.

With best regards,

Rebecca S. Martinez, Ph.D.



David Shriberg, Associate Professor  
School Psychology Program  
820 N. Michigan Avenue | Chicago, Illinois 60611  
p (312) 915-7087 | f (312) 915-6660  
dshribe@luc.edu

May 7, 2011

To Whom It May Concern:

I appreciate the opportunity to review and provide feedback on the school psychology program at the University of Washington's application to offer the Ed.S. degree. While I am providing this feedback representing only myself, as the current president of Trainers of School Psychologists—a national organization that represents school psychology faculty from over 150 member institutions—I can attest that this program has a very strong national reputation due to its sustained excellence.

As noted in the application, the Ed.S. degree is now the standard entry level degree in the field of school psychology. For this reason, I was quite surprised to learn that this degree was not already being offered at UW. As noted in the application, the school psychology program at UW currently has national accreditation from the National Association of School Psychologists (NASP) at the specialist level. This is the highest level of accreditation in the field for non-doctoral degrees. Indeed, when one reviews the current curriculum and faculty associated with UW's school psychology program, it is not at all surprising that this program is NASP-approved because the curriculum and resources are indicative of a top-tier specialist-level program. The overall course structure is comprehensive, logical, and up-to-date and many of the faculty are established national scholars and leaders.

In short, I strongly recommend that the proposed change that the terminal degree for this program be changed from a masters' degree to a specialist-level (Ed.S.) degree be approved. The specialist degree is now the standard entry-level degree—masters' programs are being phased out across the country and no new programs that have a masters' degree as the terminal degree would be approved at the national level. To anyone who is familiar with national school psychology standards, this program already meets or exceeds all specialist-level criteria, as their current NASP-approval attests. Thus, on the merits, a specialist-level degree would be the most appropriate degree based on the program of study offered. Additionally, I strongly endorse the statement made in the proposal that continuing to award only a masters degree to students who have completed course and practicum requirements that would result in them having a specialist-level degree from nearly all other school psychology graduate programs is not only inherently unfair, but also places these UW school psychology alumnae at a significant professional disadvantage. This is because the vast majority of school districts' pay scales are set up in such a way that they would pay a first year school psychologist with specialist-level degree a higher salary than a first year student with a masters' degree, regardless of the total credits earned towards each degree.

Again, I am appreciative of the opportunity to provide feedback related to UW's excellent school psychology graduate program. If there is any additional information I can provide, please do not hesitate to contact me either via email at dshribe@luc.edu or via phone at (312) 915-7087.

Sincerely,

David Shriberg, Ph.D.  
Associate Professor  
School Psychology Program  
Loyola University Chicago



May 13, 2011

James Antony, PhD  
Associate Vice Provost and Associate Dean in the Graduate School  
University of Washington  
305 Loew Hall, Box 352191  
University of Washington  
Seattle, WA 98195-2191

Dear Dr. Antony,

This letter is regarding the proposal that was submitted by the UW School Psychology Program faculty to transition from offering the Masters in Education (M.Ed.) degree to the Educational Specialist (Ed.S.) degree. Through the support of your office, we have completed the following: submitted a proposal, responded to inquiries, and solicited feedback from two external reviewers.

We have received extremely strong letters of support from the two external reviewers. Dr. David Shriberg, one of our reviewers, is the current president of the national organization, Trainers of School Psychologists. Dr. Rebecca Martinez is a faculty member in a similarly structured Ed.S. program at Indiana University. Both reviewers acknowledged that the quality and comprehensiveness of our program is consistent with other programs that offer the Ed.S. degree. In addition, both reviewers noted the professional disadvantage posed by us continuing to offer the Masters degree. Both also acknowledge the trends in the field and specifically, Dr. Shriberg notes; *"the specialist degree is now the standard entry-level degree—masters programs are being phased out across the country and no new programs that have a masters' degree as the terminal degree would be approved at the national level."*

There is no reason that the School Psychology Program at the flagship institution for the State of Washington should be behind the national trends—we should be setting them. Please accept this letter as our desire to move forward in this process in hopes that our students can receive the appropriate degree in June 2012.

Sincerely,

A handwritten signature in black ink, appearing to read "Janine Jones PhD".

Janine Jones, PhD  
Assistant Professor, School Psychology

A handwritten signature in black ink, appearing to read "James Mazza PhD".

James Mazza, PhD  
Professor, School Psychology  
Director of School Psychology Program