**NASP Program Accreditation Board**

**Condition Standard I Rubric**

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| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.1** | \_\_\_ A primary focus on or affiliation with school psychology is not evident in the program’s title, degree, or documents.  | \_\_\_ Although “school psychology” may be in the program’s title, it is unclear if the primary focus or affiliation is school psychology. | \_\_\_ The program is clearly identified by title, degree, and program documents as being a “school psychology program.” |
| \_\_\_The program has no framework/ objectives, or ones that are very broad or vague, doesn’t articulate candidate outcomes, or articulates outcomes not consistent with the field of school psychology. | \_\_\_ The program has a framework and objectives, but they are not clearly consistent with the field of school psychology. | \_\_\_ The program has a clear framework and set of goals or objectives for candidate outcomes consistent with the field of school psychology. |
| \_\_\_ There is little or no evidence of an integrated, sequential program of study and field experiences or, if one is required, candidates don’t appear to follow it consistently based on evidence of practice (e.g., transcripts) | \_\_\_ There is some evidence of an integrated, sequential program of study and field experiences, but evidence of practice (e.g., transcripts) is not entirely consistent with policy.  | \_\_\_ There is consistent, clear evidence in policy and practice of an integrated, sequential program of study and field experiences.  |
| \_\_\_\_ It is not clear whether full-time or part-time study is required, and/or it cannot be determined how or when candidates develop a professional identity as school psychologists or an affiliation with colleagues and faculty, or program practice appears inconsistent with policy.  | \_\_\_ The program requires either full-time study, or part-time or alternative study that provides some opportunity for candidates to establish professional identity as school psychologists and an affiliation with colleagues and faculty, but they are not *multiple and systematic,* or are otherwise inadequate.  | \_\_\_The program requires either full-time study, or part-time or alternative study that provides *multiple and systematic opportunities* to establish professional identity as school psychologists and an affiliation with colleagues and faculty.  |
| \_\_\_\_ There is little or very inconsistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner. | \_\_\_\_ There is some or slightly consistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner. | \_\_\_\_ There is strong, consistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner. |
| \_\_\_ There is little or very inconsistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. | \_\_\_ There is some or slightly inconsistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. | \_\_\_ There is strong, consistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. |
| \_\_\_ There is little or very inconsistent evidence of an ongoing process by which evaluation and accountability procedures are used to improve the quality of the program. | \_\_\_ Attempts appear to have been made to use evaluation and accountability procedures to improve the quality of the program, but efforts are limited or do not appear consistent. | \_\_\_ There is strong, clear evidence of an ongoing process by which evaluation and accountability procedures, including evaluation of candidates and data on program graduates , (e.g., employment, licensure/certification, satisfaction)are used to improve the quality of the program. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.1:**  |
| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.2** | \_\_\_ It is not clear how many faculty are assigned to the program, and/or there are fewer than two full-time equivalents. | \_\_\_ Evidence is provided that the program faculty total two full-time equivalents.  | \_\_\_ Evidence is provided that program faculty total at least three full-time equivalents.  |
| \_\_\_ It is not apparent that any program faculty members hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology.  | \_\_\_ The program appears to have one faculty member with a doctoral degree with specialization in school psychology and at least one other who has school psychology credentials or experience, but does not meet the standards for “Acceptable.” | \_\_\_ At least two school psychology program faculty members (including the program administrator) hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology. |
| \_\_\_ It cannot be determined what other faculty actually contribute to the program, or if their degrees and credentials support their responsibilities in the program.  | \_\_\_ Some but not all other school psychology faculty members, hold at a minimum one of the following: (1) a specialist degree in school psychology and significant school-based experience (if allowed by the program’s regional accrediting body and institution), or (2) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program. | \_\_\_ All other school psychology program faculty members, hold at a minimum one of the following: (1) a specialist degree in school psychology and significant school-based experience (if allowed by the program’s regional accrediting body and institution), or (2) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program. |
| \_\_\_ It is not possible to determine the ratio of students to faculty in the overall program, and/or in instructionally intensive courses (e.g., those requiring significant skills supervision), or the ratio is greater than 18 students per faculty member.  | \_\_\_ The ratio of students to faculty in the overall program, and/or in instructionally intensive courses (e.g., those requiring significant skills supervision) is no greater than 18 students per faculty member.  | \_\_\_ The ratio of students to faculty in the overall program, and/or in instructionally intensive courses (e.g., those requiring significant skills supervision) is no greater than 12 students per faculty member. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.2:**  |
| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.3** (for *specialist* level programs only) | \_\_\_ Program policy regarding the length of the program (including internship) is unclear or consists of less than three years full-time study at the graduate level or equivalent, or policy is clear but practice (as evidenced in transcripts) is substantially inconsistent with policy.  | \_\_\_ Program policy requiring a minimum of three years of full-time study at the graduate level, or the equivalent is clear; practice (as evidenced in transcripts) is somewhat inconsistent with policy. | \_\_\_ The specialist program requires a minimum of three years of full-time study at the graduate level, or the equivalent; practice (as evidenced in transcripts) is consistent with policy. |
| \_\_\_ Program policy regarding the number of graduate semester hours is unclear or consists of less than 60 with at least 54 hours exclusive of credit for the supervised specialist-level internship, or policy is clear but practice (as evidenced in transcripts) is substantially inconsistent with policy. | \_\_\_ The specialist program requires at least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship, but practice (as evidenced in transcripts) is somewhat inconsistent with policy. | \_\_\_ The specialist program requires at least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship; practice (as evidenced in transcripts) is consistent with policy.  |
| \_\_\_ The supervised internship is not taken for academic credit, includes less than 1200 clock hours and/or 600 hours in a school setting, and/or is not completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis; OR practice is substantially inconsistent with policy.  | \_\_\_ Program policy requires that the supervised internship is taken for academic credit, includes at least 1200 clock hours and 600 hours in a school setting, and is completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis; however, practice is unclear or slightly inconsistent with policy. | \_\_\_ Program policy and practice clearly indicate that supervised internship is taken for academic credit, includes at least 1200 clock hours and 600 hours in a school setting, and is completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.  |
| \_\_\_ Little or very inconsistent evidence is provided of institutional documentation of completion of the school psychology specialist program, or evidence indicates that the only such documentation is provided *prior to* completion of internship.  | \_\_\_ Program policy is to provide institutional documentation of specialist program completion, but such documentation is inadequate or practice is not entirely consistent with policy.  | \_\_\_ Institutional documentation of completion of the school psychology specialist program (e.g., degree, certificate of advanced study, or transcript notation) provided to graduates after completion of all requirements, including internship. (Note: this does not preclude programs from bestowing a non-terminal degree prior to internship as long as documentation is also provided after internship). |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.3:**  |
| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.4** (for *doctoral* level programs only) | \_\_\_ Program policy regarding greater depth is absent or very unclear, or policy is clear but practice is inconsistent with policy.  | \_\_\_ Program policy regarding greater depth is somewhat unclear, or policy is clear but practice is somewhat inconsistent with policy.  | \_\_\_ The doctoral program provides greater depth in one or more school psychology competencies identified by the program and consistent with NASP Domains; practice (as evidenced in transcripts) is consistent with policy. |
| \_\_\_ Program policy regarding minimum of four years of full-time study is unclear or less than four years, or policy is clear but practice (as evidenced in transcripts) is inconsistent with policy.  | \_\_\_ Program policy regarding minimum of four years of full-time study is somewhat unclear, or policy is clear but practice (as evidenced in transcripts) is somewhat inconsistent with policy.  | \_\_\_ The doctoral program requires a minimum of four years of full-time study at the graduate level, or the equivalent if part-time; practice (as evidenced in transcripts) is consistent with policy. |
| \_\_\_ Program policy regarding the total number of credit hours is unclear or consists of less than 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation), or policy is clear but practice is inconsistent with policy.  | \_\_\_ Program policy regarding at least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation) is somewhat unclear or policy is clear but practice is somewhat inconsistent with policy.  | \_\_\_ The doctoral program requires at least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation); practice is consistent with policy.  |
| \_\_\_ The supervised internship is not taken for academic credit, includes less than 1500 clock hours and/or 600 hours in a school setting, and/or is not completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis; OR practice is substantially inconsistent with policy. | \_\_\_ Program policy requires that the supervised internship is taken for academic credit, includes at least 1500 clock hours and 600 hours in a school setting, and is completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis; however, practice is unclear or slightly inconsistent with policy. | \_\_\_ Program policy and practice clearly indicate that supervised internship is taken for academic credit, includes at least 1500 clock hours and 600 hours in a school setting, and is completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis. . |
| \_\_\_ Little or very inconsistent evidence is provided to show institutional documentation of program completion, or evidence indicates that the only such documentation is provided *prior to* completion of internship.  | \_\_\_ Program policy is to provide institutional documentation of doctoral program completion, but such documentation is inadequate or practice is not entirely consistent with policy.  | \_\_\_ Institutional documentation of doctoral program completion (e.g., degree, certificate of advanced study, or transcript notation) is provided to graduates after completion of all requirements, including internship (Note: this does not preclude programs from bestowing a non-terminal degree prior to internship as long as documentation is also provided after internship). |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.4:**  |
| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.5** | \_\_\_ Little or no emphasis on human diversity and social justice is evidenced in program philosophy, goals, and objectives. | \_\_\_ Human diversity and social justice are minimally reflected in program philosophy, goals, and objectives. | \_\_\_ Human diversity and social justice are clearly reflected in program philosophy goals, and objectives.  |
| \_\_\_ Little or no emphasis on human diversity and social justice is reflected in student recruitment/admissions, faculty recruitment/ demographics, curriculum, field experiences with diverse populations, candidate assessment, and faculty activities. Not only is diversity not reflected, but the program cites no viable plan for achieving such diversity. | \_\_\_ Human diversity and social justice are minimally reflected in student recruitment/admissions, faculty recruitment/demographics, curriculum, field experiences with diverse populations, candidate assessment, and faculty activities. The program has a plan for achieving such diversity.  | \_\_\_ Human diversity and social justice are clearly reflected in student recruitment/admissions, faculty recruitment/demographics, curriculum, field experiences with diverse populations, candidate assessment, and faculty activities.  |
| \_\_\_ Little or no emphasis on human diversity and social justice is reflected in development of candidate knowledge, skills, and/or professional work characteristics. | \_\_\_ Human diversity and social justice are minimally reflected in development of candidate knowledge, skills, and professional work characteristics.  | \_\_\_ Human diversity and social justice are clearly reflected in development of candidate knowledge, skills, and professional work characteristics.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.5:**  |
| **Element** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **1.6** For non-degreegraduate preparation programs that do not confer a degree (respecialization and professional retraining)**\_\_\_ Not applicable to program** | \_\_ The program provides formal opportunities for non-degree graduate preparation, but it is not clear if or how prior courses/field experiences are evaluated to identify additional graduate courses and experiences necessary for candidates to demonstrate school psychology competencies, or the process that is employed is inadequate.  | \_\_ The program provides formal opportunities for non-degree graduate preparation, and evaluates candidates’ prior courses/field experiences to identify additional graduate courses and experiences necessary for candidates to demonstrate school psychology competencies, but the process does not appear to be systematic and/or based on specific policies. | \_\_\_The program provides formal opportunities for non-degree graduate preparation, and applies systematic evaluation procedures to grant recognition of candidates’ prior courses/field experiences and identify additional graduate courses and experiences necessary for candidates to demonstrate school psychology competencies. The process appears clear in policy and practice. |
| \_\_\_ There is little or very inconsistent evidence thatthe program creates for non-degree graduate preparation candidates an individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, that foster the development of professional competencies/work characteristics and a professional identity as a school psychologist.  | \_\_\_The program creates, for non-degree graduate preparation candidates, an individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, but it is not clear how such program of studies foster the development of professional competencies/work characteristics and a professional identity as a school psychologist. | \_\_\_The program creates, for non-degree graduate preparation candidates, an individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, that foster the development of professional competencies/work characteristics and a professional identity as a school psychologist. The process is clear in policy and practice. |
| \_\_\_ For non-degree graduate preparation candidates, there is little or very inconsistent evidence that the program requires completion of a 1200-hour supervised internship *in school psychology*, with a minimum of 600 hours in a school setting.  | \_\_ For non-degree graduate preparation candidates, there is some or slightly inconsistent evidence that the program requires completion of a 1200-hour supervised internship *in school psychology*, with a minimum of 600 hours in a school setting. It is not entirely clear if prior internship can be counted toward the requirement or, if so, if it must be appropriately supervised and documented. | \_\_\_ For non-degree graduate preparation candidates, there is strong and consistent evidence that they must complete a 1200-hour supervised internship *in school psychology*, with at least 600 hours in a school setting. Any prior internship that is counted toward this requirement must have been appropriately supervised and documented. |
| \_\_\_ For non-degree graduate preparation candidates, there is little or very inconsistent evidence that the program uses a systematic assessment process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery. | \_\_\_ For non-degree graduate preparation candidates, there is some or slightly inconsistent evidence that the program uses a systematic assessment process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery. | \_\_\_ For non-degree graduate preparation candidates, there is strong and consistent evidence that the program uses a systematic assessment process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 1.6:**  |
| **CONDITION STANDARD I** | **\_\_\_ Not Met** |  | **\_\_\_ Met** |
| **Additional comments (if applicable):** |