**NASP Program Accreditation Board**

**Standard 5. School Psychology Program Support/Resources**

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| **Element 5.1** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **5.1**  | \_\_\_ There is little or very inconsistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education. | \_\_\_ There is some, or slightly inconsistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.  | \_\_\_ There is strong, consistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.1:**  |
| **Element 5.2** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **5.2****Check Tables A and B** | Information from the program is unclear in addressing this standard, or supports the fact that fewer than two of the following occur:--- Faculty loads take into account instruction, supervision, research/scholarship, advising, service, candidate assessment, administrative duties, and other activities associated with graduate-level school psychology program faculty responsibilities.--- Faculty teaching and supervision loads are typically no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.--- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.  | Information from the program supports the fact that two of the following occur:--- Faculty loads take into account instruction, supervision, research/scholarship, advising, service, candidate assessment, administrative duties, and other activities associated with graduate-level school psychology program and other responsibilities.--- Faculty teaching and supervision loads are typically no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.--- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.  | Information from the program supports the fact that all of the following occur:--- Faculty loads take into account instruction, supervision, research/scholarship, advising, service, candidate assessment, administrative duties, and other activities associated with graduate-level school psychology program and other faculty/administrative faculty responsibilities.--- Faculty teaching and supervision loads are typically no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.--- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.2:** |

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| **Element 5.3** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **5.3** | \_\_\_ The program provides little or inconsistent evidence that:\_\_ Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework (especially in courses with significant practica and supervision components), practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members.\_\_ Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members.Note: A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of level of training), as well as in courses that involve significant practica and/or supervision, and internship may be cited as *one* indicator that this element is addressed.  | \_\_\_ The program provides some evidence that:\_\_Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework (especially in courses with significant practica and supervision components), practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members. \_\_ Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members.Note: A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of level of training), as well as in courses that involve significant practica and/or supervision, and internship may be cited as *one* indicator that this element is addressed.  | \_\_\_ The program provides strong evidence that: - Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework (especially in courses with significant practica and supervision components), practica, internships, and other program activities are available from and provided primarily by school psychology program faculty members.- Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities are available from and provided primarily by school psychology program faculty members.Note: A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of level of training), as well as in courses that involve significant practica and/or supervision, and internship may be cited as *one* indicator that this element is addressed.  |
| **Overall comments on exemplary practices, areas of concern, and/or recommendations for improvement:** |

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| **Element 5.4** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **5.4** | Information from the program is unclear in addressing this standard, or supports the fact that none of the following occur:--- Involvement in school psychology, including access to membership in professional organizations, research/scholarship, and/or professional service activities.--- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology. | Information from the program supports the fact that the school psychology program faculty receive funding for only one of the following:--- Involvement in school psychology, including access to membership in professional organizations, research/scholarship, and/or professional service activities.--- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology. | Information from the program supports the fact that the school psychology program faculty receive funding for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including all of the following:--- Involvement in school psychology, including access to membership in professional organizations, research/scholarship, and/or professional service activities.--- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.4:** |
| **Element 5.5** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **5.5** | \_\_\_ There is little or very inconsistent evidence that arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology. Candidates appear to be largely left to their own devices to secure such resources. | \_\_\_ There is some, or slightly inconsistent evidence that arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology. Candidates appear to receive limited support to secure such resources. | \_\_\_Information from the program supports the fact that arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology. Candidates appear to receive strong support to secure such resources. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.5:** |
| **Element 5.6** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
|  | \_\_\_ There is little or very inconsistent evidence that the institution provides adequate access to library and technology resources. Candidates appear to be largely left to their own devices to secure such resources. | \_\_\_ There is some, or slightly inconsistent evidence that the institution provides adequate access to library and technology resources. Candidates appear to receive limited support to secure such resources. | \_\_\_Information from the program supports the fact that the institution provides adequate access to library and technology resources. Candidates appear to receive strong support to secure such resources. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.6:** |
| **STANDARD 5** | \_\_\_**Not Met** |  | \_\_\_**Met** |
| **Additional comments (if applicable):** |