

September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah – Educational Specialist in School Psychology

Issue

The University of Utah requests approval to offer an Educational Specialist (EdS) in School Psychology effective in spring 2017. The institutional Board of Trustees approved the degree on May 10, 2016.

Background

The University of Utah currently offers Master of Education (MEd), Master of Science (MS), and Doctor of Philosophy (PhD) degrees in School Psychology through the Department of Educational Psychology. The current MEd and MS programs meet Utah State Board of Education licensure requirements for school psychologists and are approved by the National Association of School Psychologists. The MEd and MS require three years of course work and a one-year, full-time internship; these programs are, at a minimum, 72 credit hours, far exceeding what is often required for a master's degree.

In recognition of the four years of study and internship required to become a licensed school psychologist, it is becoming standard practice across the nation to award an Educational Specialist degree to school psychology program graduates. Accordingly, this proposal to transition from an MEd/MS to an EdS in School Psychology would align the University of Utah with programs at Brigham Young University (BYU), Utah State University (USU), and many other institutions in the western region and across the nation where the EdS is awarded. The EdS in School Psychology would also more appropriately reflect the level of expertise and preparation of graduates and would qualify them for higher placement on school district salary scales.

With long-standing MEd, MS, and PhD programs in place, the University is fully ready with courses, funding, personnel, and other resources to offer the EdS in School Psychology. Labor market demand in Utah and the nation is projected to be high well into the future. Graduate programs in school psychology at the University of Utah, BYU, and USU have co-existed for many years, and there will continue to be a need for school psychology graduates as enrollments continue to rise and current school psychologists retire.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education (USHE) Chief

Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of the University of Utah's request to offer an EdS in School Psychology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer an Educational Specialist in School Psychology.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
University of Utah
Educational Specialist in School Psychology**

Section I: The Request

The University of Utah requests approval to offer an Educational Specialist (EdS) in School Psychology effective in spring 2017. The institutional Board of Trustees approved the degree on May 10, 2016.

Section II: Program Description

Complete Program Description

The School Psychology Program at the University of Utah offers both Master's and Doctoral degree programs. The doctoral program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The Master's (proposed EdS) program is fully approved and nationally recognized by the National Association of School Psychologists. Doctoral and Master's (Specialist) level students also have opportunities to attain credentialing as a Board Certified Behavior Analyst (BCBA). Program faculty members have diverse research and teaching interests in the following evidence-based practices: behavioral assessment and treatment, traumatic brain injury, autism spectrum disorder, neuropsychological assessment, early childhood intervention, developmental disabilities, school-wide behavior supports, consultation, social skills, diversity issues, parent training, school-based mental health, telehealth, and pediatric feeding disorders.

Purpose of Degree

The Educational Specialist degree is designed to prepare qualified and effective psychologists who will practice in schools or school-related settings. The current program requires a minimum of 72 semester hours for the Master of Education (MEd) and 74 semester hours for the Master of Science (MS); this curriculum includes a 1,500-hour supervised internship. Upon completing the program, students meet Utah State Board of Education licensing standards, as well as certification requirements for most other states.

The purpose of changing the degree from the MEd/MS presently granted to the school psychology graduates is to better reflect the time and effort students are required to invest in graduate studies. If the change in degree is approved, it is expected the University will have a larger number of applicants, and graduates of the program will report being more satisfied with their jobs. As outlined here, there are three main reasons supporting a change of degree.

1. The Master's School Psychology Program at the University of Utah currently requires a minimum of 72 semester-credits of graduate coursework to meet standards specified by national approval boards (the National Association of School Psychologists) and state accrediting bodies (the Utah State Board of Education). School psychology training programs must require a minimum of 60-semester hours of graduate coursework. The current program at the University of Utah is clearly in line with that requirement; however, the minimum number of credits required for a master's degree at the University of Utah is 30. Thus, the number of credit-hours required to complete the School Psychology Program is significantly above the University's minimum standard; however, there is nothing to reflect this in the degree the students earn.

2. Nationally, it is becoming increasingly common for non-doctoral school psychology training programs to grant EdS degrees rather than master's degrees, including two programs operating in the state of Utah. Approximately 40% of training programs grant the EdS. A large number of other training programs grant other types of specialist degrees (e.g., SSP – specialist in school psychology; PsyS – psychology specialist). This change to the EdS would keep the University of Utah's training program in school psychology in line with these local and national trends.
3. Until recently, none of the three school psychology programs in Utah (University of Utah and programs at Utah State University and Brigham Young University) offered the EdS; however, BYU and USU recently changed the terminal non-doctoral school psychology degree granted from an MS to an EdS. Both of these universities require 62-70 semester hours of study. In addition, universities in neighboring states offer the EdS. For example, specialist-level school psychology university programs in Idaho, Montana, and Nevada all grant the EdS degree. In the Pac-12, five universities offer training programs in School Psychology, and two of those offer the EdS degree. Changing the degree that the University of Utah School Psychology students are granted will allow graduates to be paid at the appropriate level in school districts in which they are employed. School Psychology graduates with a master's degree as their terminal degree are eligible for and are frequently offered positions on the master's level salary scale rather than the master's +30 salary scale (which school districts frequently reserve for those who have earned an 30 additional credits after being awarded a 30-credit master's degree) or the EdS/specialist salary scale. Thus, University of Utah graduates are currently offered salaries similar to those with 30 semester hours of graduate training rather than those with the equivalent of 60 semester hours or more of graduate coursework. Offering the EdS degree would alleviate this salary discrepancy issue.

Institutional Readiness

The proposed program is not new. Only a change in the terminal degree granted is being requested. Therefore, it is not anticipated that any additional resources (faculty, coursework, etc.) will be needed. This proposal was reviewed by the full faculty in the Department of Educational Psychology at its regular November 2015 meeting and approved with a vote of 21 in favor and 0 opposed. Letters of support came from the program director, department chair, and the Dean of the College of Education, as well as from key personnel in local universities and school districts who are directly knowledgeable of the importance of the Educational Specialist degree. The proposal was reviewed by the College of Education Curriculum Committee and approved on March 1, 2016.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	20	0	20
Full-time Non-Tenured	3	0	3
Part-time Tenured	1	0	1
Part-time Non-Tenured	18	0	18
With Master's Degrees			
Full-time Tenured	0	0	0

Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	13	0	13
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	20	0	20
Full-time Non-Tenured	3	0	3
Part-time Tenured	1	0	1
Part-time Non-Tenured	31	0	31
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	32	0	32

Staff

No additional staff resources will be required. The Department of Educational Psychology supports three full-time staff members (administrative assistant, accounting specialist, and academic coordinator) and a part-time office assistant. Given that the program curriculum does not change, and no new resources are requested to operate the program, no changes in staffing needs are anticipated.

Library and Information Resources

No additional library resources will be required. As mentioned previously, the proposed degree change does not require additional coursework or resources. The Marriott Library has acquired a large collection over many years, annually purchases a large selection of scholarly books related to school psychology, maintains significant holdings of scholarly journals in the discipline, is very strong in databases, and is committed to ongoing support of School Psychology faculty and students.

Admission Requirements

The admissions requirements will remain the same as for the MEd and are outlined in the 2015-16 online catalog for the University of Utah (<https://gradschool.utah.edu/graduate-catalog/admissions/> and <http://gradschool.utah.edu/graduate-catalog/>).

As stated these are: Prospective graduate students, including University of Utah seniors, apply for admission through The University of Utah Apply Yourself online application system. Each department or program determines its own application process. The department's website provides a link to the Graduate

Admissions application, along with instructions and requirements. An applicant for admission to The Graduate School must meet the following minimum requirements: an undergraduate GPA of at least 3.0, based on all undergraduate work; if the undergraduate GPA is below 3.0, a GPA will be calculated on the last 60 semester hours (90 quarter hours) of the undergraduate work for admission consideration; a bachelor's degree from a regionally-accredited college or university; meeting the academic department's admission standards and receiving a recommendation for admission to their graduate program. The Educational Psychology department provides additional criteria for admission in accordance with the general guidelines established by The Graduate School.

The Educational Psychology department also requires (<http://ed-psych.utah.edu/admissions/index.php>):

- Curriculum Vitae/Resume: A CV is a detailed overview of your accomplishments, ones most relevant to the realm of academia. Submit a CV with the most updated information possible.
- Personal Statement: Submit a personal statement in the application describing your career goals in 1 to 2 pages. For individuals applying to a doctoral program, please identify in your statement at least one of two program faculty who could potentially serve as research mentors if you are admitted.
- Recommendations: You will be prompted to add your recommenders' email addresses. They will receive an email with a copy of the necessary Recommendation Form to fill out. They will be required to and upload it with their letters into your online application. At least two of the recommendations should be from individuals at academic institutions who can assess your academic potential for graduate study.

Student Advisement

Students will be advised as they are currently. Under this system, each student is assigned a temporary advisor when admitted to the program. This temporary advisor is a core School Psychology faculty member. Students meet with this advisor as needed and obtain a permanent advisor once they have a thesis/research practicum topic and choose a chair and supervisory committee for this option. All students also receive assistance from the department's academic coordinator with respect to program requirements and paperwork. Students completing their program of study in spring 2017 after 4 years of coursework, practica, and internship would be eligible for the EdS.

Justification for Graduation Standards and Number of Credits

The current MS program exceeds 36 credits, but with an EdS degree, the program will be consistent with accepted number of credits for the degree, based on EdS curriculum requirements at other Utah universities, other Pac-12 schools offering the degree, and other comparable institutions nationwide.

External Review and Accreditation

The School Psychology program is currently accredited as a doctoral-level program by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). The program recently submitted an application to the National Association of School Psychologists for national recognition as a Master's/Specialist equivalent program. National recognition was granted effective January 1, 2014. The next accreditation review by NASP will be after December 31, 2020. There are currently no

costs for ongoing accreditation of the Master’s program by NASP and it is anticipated that this would be the case for an EdS program. The program is also approved by the Utah State Board of Education for the licensure of school psychologists. This, too, would not change with the change in degree.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

The qualifications of the applicant pool will likely increase with the change in degree since the EdS degree will be more consistent with the other universities in Utah, the Pac-12, and national standards. Currently five or six students are admitted to the Master’s program each year. The University would continue to admit at least this number of students; however, it is anticipated that with the change in degree from a Master’s to an Educational Specialist there will be an increase in highly-qualified applicants and admission of more students. Since there is no thesis required, an increase of four or five students would not cause any negative impact on the program and would greatly help districts in the state of Utah and surrounding states with large numbers of positions open for school psychologists.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	3	5	4	8	9
Total # of Declared Majors in Proposed Program	12	16	17	19	21	23
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	32	32	32	32	32	32
Total Department Student FTE (Based on Fall Third Week)	223	228	228	228	228	228
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	6.97	7.12	7.12	7.12	7.12	7.12
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The University is not requesting to expand the program, but to simply change the degree granted.

Section III: Need

Program Need

Although this change in degree is not essential for the continuation of the school psychology program, as outlined in the Purpose of Degree section above, the EdS degree better reflects current professional standards and the program requirements. This change is important in being able to continue to recruit quality applicants (as universities are increasingly granting this degree for the school psychology specialty) and in allowing University of Utah graduates to be fairly recognized and compensated for their level of education.

Labor Market Demand

The vast majority of University of Utah school psychology program graduates are currently working as school psychologists. Some graduates have returned to school to earn a PhD in school psychology or a related field (e.g., special education). The requested change in degree granted will not have an impact on this. School psychologists are in high demand in Utah and nationwide, and this demand is expected to continue. Currently, there are approximately 20 existing vacancies along the Wasatch Front in four major school districts, and district level human resources personnel anticipate that this will be a long-term situation. Nationwide, there is expected to be a shortage of school psychologists through at least the year 2020, with many estimating that this shortage will persist due to the “graying” of the field and impending retirements.

Offering an EdS degree reflecting the time, effort, and expense associated with the training that it entails, should increase interest in the program among both in-state and out-of-state applicants and assist the University of Utah in meeting the Governor's call that 66% of Utahns will have a postsecondary degree or certificate by 2020.

Student Demand

Multiple qualified applicants are routinely reviewed for admission to the program. The demand for the program, if anything, would increase with the change in degree.

Similar Programs

Both Utah State University and Brigham Young University offer similar EdS programs. However, this has been the case for a number of years. All three programs continue to thrive, and the requested change in degree for this program should not influence this. Also, five of the Pac-12 universities offer graduate programs in School Psychology, and two of those five offer EdS degrees (University of Arizona and University of Washington). Thus, the ability to offer the EdS degree will keep up current with top local and regional competitor programs.

Collaboration with and Impact on Other USHE Institutions

Because this is not a new program, both Utah State University and Brigham Young University are well aware that a school psychology program is offered at the University of Utah and have been notified of the University's intent to transition from the MEd degree to the EdS degree. Because the school psychology

programs at the three universities have co-existed for several years, it is not anticipated that the proposed degree change would have any impact on this balance.

Benefits

The benefits of this program to the University of Utah will be reflected in an ability to attract a wider pool of candidates who are seeking a degree which reflects their commitment in time, study, and training to the profession. The University of Utah and USHE benefit from this program by its association with teacher-training programs and the visibility the program earns by placing students and graduates in school districts across Utah, as well as in out-of-state settings. Completion of the program will satisfy school psychology educational licensure requirements for Utah and most other states, and it will also allow graduates to more readily pursue a national credential, the National School Psychology Certification (NCSP).

Consistency with Institutional Mission

Since the program curriculum is already in place via the MEd program, in practice it is already part of University of Utah's graduate education programs. The program fits with the University's commitment to graduate education and its commitment to education-related programs and programs that serve the state of Utah. (The majority of graduates from this program have historically worked in the K-12 schools in Utah.)

Section IV: Program and Student Assessment

Program Assessment

The goals, objectives, and desired competencies of the master's track program ensure that each student understands, acquires, and exhibits appropriate professional and personal characteristics and dispositions, and attains academic knowledge and practitioner competencies that fully prepare him/her to work as a professional school psychologist.

Personal and Professional Dispositions. Students' personal and professional actions are expected to conform to the ethical standards outlined by the American Psychological Association and the National Association of School Psychologists; and, in addition, students' professional activities are expected to be characterized by:

- A. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. Personal stability, ethical behavior, and respect for the confidentiality of privileged information.
- C. Maintaining a professional manner in which responsibilities are discharged in a cooperative and conscientious fashion.
- D. Productive work habits that display motivation, competence, independence, and adaptability.
- E. Appreciation and commitment to continuing professional growth to include involvement in professional associations for school psychologists.

Program Goals, Objectives and Competencies. The School Psychology Program at the University of Utah prepares students to demonstrate competency consistent with following areas of professional school psychology practice: (1) Data-Based Decision-Making and Accountability, (2) Consultation and Collaboration, (3) Interventions and Instructional Support to Develop Academic Skills, (4) Interventions and Mental Health Services to Develop Social and Life Skills, (5) School-Wide Practices to Promote Learning,

(6) Preventive and Responsive Services, (7) Family-School Collaboration, (8) Diversity, (9) Research and Program Evaluation, and (10) Legal, Ethical and Professional Practice. To achieve these competencies, the program maintains a set of five goals which are supported by appropriate objectives and competencies. These goals, objectives, and competencies form the basis for professional practice in school psychology. Competencies are established, promoted, and assessed through coursework, supervised practicum, and internship experiences.

<p>Program Goal #1: Assessment – Students will understand and apply foundational knowledge and clinical skill in identification and diagnostic study of individual students in a non-biased, reliable, and valid manner across settings and diverse groups.</p>
<p>Objectives for Goal #1:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to define strengths, needs, and problem areas of clients across multiple disabilities, diverse settings, and contexts using a variety of assessment procedures. 2. Students will demonstrate the ability to interpret psychological results, make inferences about assessment data, develop recommendations based upon psychological data, and write psychological reports.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able conduct and interpret screening data, progress monitoring data, and response to interventions. b. Students are able to assess associated systems (e.g., instructional processes, school climate, home environments, and cultural, ethnic, and linguistic diversity). c. Students are able to conduct observations, interviews, standardized multi-informant rating scales, and other evidence based assessments. d. Students are able to assess and diagnose intellectual disabilities, learning disabilities, internalizing and externalizing disorders, attention deficit hyperactivity disorders, autism spectrum disorders, and other exceptionalities. e. Students are able to conduct and interpret academic and behavioral assessment data in association with multi-tiered systems of support models in schools. f. Students are able to conduct and interpret functional behavioral assessments and analyses. g. Students are able to administer and interpret standardized measures of cognitive processes, memory, processing speed, executive functions, attention, learning, academics, phonological processing, visual-motor functioning, auditory perception, and motor proficiency. h. Students are able to conceptualize and assist in organizational assessments and evaluations for educational systems.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field, and internship ratings.
<p>Program Goal #2: Intervention – Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psychoeducational program planning across diverse settings and groups.</p>
<p>Objectives for Goal #2:</p>

<ol style="list-style-type: none"> 1. Students will demonstrate knowledge and skill in evidence-based behavioral/cognitive-behavioral interventions and remediation strategies on an individual, group, and school level. 2. Students will develop knowledge and skill in evidence-based academic interventions and remediation strategies on an individual, group, and school level. 3. Students will demonstrate knowledge and skill in systems-wide prevention and intervention, and crisis intervention.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to provide assistance to school personnel in designing and evaluating remediation curricula to help students master basic academic skills and enhance adaptive behavior, social skills, functional life skills, and vocational orientation skills. b. Students are able to utilize formative assessment, data analysis, and experimental design to inform intervention decision making and fidelity of intervention implementation. c. Students are able to design, implement, and evaluate programs in the preparation for, prevention of, and response to crises in education-related settings.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field, and internship ratings forms.
<p>Program Goal #3: Consultation – Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate educational program for them.</p>
<p>Objectives for Goal #3:</p> <ol style="list-style-type: none"> 1. Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents. 2. Students will demonstrate knowledge and ability to use appropriate consultation and supervision techniques for prevention and intervention planning, professional development, progress monitoring, and program evaluation. 3. Students will effectively employ culturally and ethnically sensitive consultation and supervision with teachers, parents, and/or other mental health professionals.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students understand stages of professional practice and development (i.e., novice, advanced beginner, competent, proficient, and expert). b. Students are able to collaborate with parents, general educators, and special educators to develop and evaluate educational programs and evidence based interventions at the school, group, or individual level. c. Students are able to participate in multidisciplinary teams that use data-based decision making to plan individual, group, and school-wide prevention and intervention programming. d. Students are able to use consultation and collaboration with community-based service providers and organizations to coordinate educational, health, and mental health services for diverse children, youth, and their families. e. Students are able to assist in development, coordination, and delivery of professional development activities to enhance the effectiveness of others.

<ul style="list-style-type: none"> f. Students are able to participate in supervision of assessment and direct and indirect interventions in accordance with their own developmental level to promote the development of effective assessment and intervention decision making. g. Students are able to recognize individual biases and limitations using culturally competent practices and provide adjustment of communication and consultative techniques based on those needs. h. Students are able to provide support to decision makers within organizations in research design and program evaluation.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate field practicum/internship ratings.
<p>Program Goal #4: Research and Inquiry – Students will be able to review, apply, conceptualize/design and carry out research that enhances the knowledge base and the professional practice of school psychology.</p>
<p>Objectives for Goal #4:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge and skill completing research on selected topics associated with typical and atypical development, risk and protective factors in child development, efficacy and effectiveness of psychological and behavioral health interventions, and effective instructional practices. 2. Students will demonstrate knowledge and skill needed to become consumers of research and advocates for research/evidence based practice.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to conceptualize, conduct, interpret, and apply research to support schools at all levels and inform data-based decision making. b. Students are able to understand and apply concepts of treatment integrity/fidelity, reliability, validity, research design, and methods to study of various problems that impact student learning and social functioning in schools, communities and families. c. Students are able to conduct clinical studies concerning implementation of interventions, including early screening and identification of children and youth at high risk for disabilities. d. Students are able to understand, integrate, and communicate research to others to foster effective practices. e. Students provide evidence based feedback on program quality and effectiveness.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field and internship rating items. • Students must demonstrate understanding and application of foundations of basic and applied research skills in applied practicum and internship settings.
<p>Program Goal #5: Ethical, Social and Professionally Responsible Practice – Students will demonstrate a</p>

comprehensive understanding of state, federal and setting-specific laws and policies; ethical and practice standards of APA and NASP; and use appropriate decision making strategies in training and professional contexts.
<p>Objectives for Goal 5:</p> <ol style="list-style-type: none"> 1. Students will demonstrate understanding and practice of legal, ethical, and professional practice/decision-making, including self-evaluation and accountability. 2. Students will demonstrate culturally responsive practice and advocacy for diversity and social justice. 3. Students will demonstrate advocacy for school psychology services.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to apply professional, systematic decision-making based on a comprehensive foundation of current ethical, legal, and professional standards of school psychology. b. Students are able to implement evidence-based practices in contexts of diverse individual, family, school, and community characteristics. c. Students are able to advocate for recognition of diversity, individual differences, backgrounds, strengths, and needs of children and families, in schools and other settings. d. Students are able to collaborate and communicate with parents, teachers, administrators, colleagues, policymakers, and others to protect child and family rights. e. Students are able to advocate for laws and policies at all levels that protect the well-being of all children and families. f. Students are able to apply technology and information resources to enhance the quality of services for children and protect confidentiality of information regarding children, families, professionals, and schools. g. Students are able to engage in self-assessment of one's own professional competence and evaluation of the outcomes of these services. h. Students are able to promote recognition of school psychologists' professional roles.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete didactic courses with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings.

In addition to grades and supervisor ratings in practicum and internship, these objectives are also evaluated through completion of a project (thesis or Plan B paper), successful completion/passing of the National School Psychology Exam, and completion of a program portfolio.

Expected Standards of Performance

See above Objectives and Methods of Assessment. These standards are consistent with state and national standards promoted by the Utah State Board of Education and the National Association of School Psychologists. None of these will change with a change in terminal degree.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	1,953,166	0	1,953,166	0	1,953,166	0	1,953,166
Benefits	449,858	0	449,858	0	449,858	0	449,858
Total Personnel Expense	\$2,403,024	\$0	\$2,403,024	\$0	\$2,403,024	\$0	\$2,403,024
Non-Personnel Expense							
Travel	46,000	0	46,000	0	46,000	0	46,000
Capital							
Library							
Current Expense	65,200	0	65,200	0	65,200	0	65,200
Total Non-Personnel Expense	111,200	0	111,200	0	111,200	0	111,200
Total Expense (Personnel + Current)	\$2,514,224	\$0	\$2,514,224	\$0	\$2,514,224	\$0	\$2,514,224
Departmental Funding							
Appropriated Fund	2,403,024	0	2,403,024	0	2,403,024	0	2,403,024
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	139,340	0	139,340	0	139,340	0	139,340
Total Revenue	\$2,542,364	\$0	\$2,542,364	\$0	\$2,542,364	\$0	\$2,542,364
Difference							
Revenue-Expense	\$28,140		\$28,140		\$28,140		\$28,140
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$326.95		\$322.95		\$318.95		\$314.95

Note: The proposed degree program is not new and will not require any additional resources or any changes within the departmental or college budget. All instructional costs and student credit hours are reflected in the current departmental budget. Although the departmental budget may increase based on legislative appropriations in each year (not reflected in table), there are no additional increases requested or expected as a result of the proposed program.

Funding Sources

This program is already funded and will continue to be funded as it is currently. To complement existing funding from state allocations, tuition, fees, etc., the program has enjoyed considerable success in securing multiple multi-year training grants in excess of \$7 million over the past seven years directed to training graduate students at master's and doctoral levels.

Reallocation

It is not necessary for any funds to be reallocated to this program.

Impact on Existing Budgets

This program is already part of the departmental budget, including funds for faculty salaries and travel, technical support, student support, and adjunct funding, when appropriate.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number/Title	Credit Hours
Required Courses	
ED PS 6010 – Introduction to Statistics and Research Design	3
SP ED 6040 – Legal and Policy Issues Spec Ed	3
ED PS 6050 – Lifespan Development	3
ED PS 6100 – Professional Issues and Ethics in School Psychology	3
ED PS 6110 – Child/Family Psychotherapy/Counseling Interventions	3
ED PS 6115 – Advanced Child and Adolescent Behavior Therapy	3
ED PS 6140 – Multicultural Assessment in the Schools	2
ED PS 6380 – Academic Assessment and Interventions for Students with Learning Difficulties	3
ED PS 6142 – Multicultural Assessment Practicum	1
ED PS 6390 – Interventions in the Schools	3
ED PS 6450 – Child & Adolescent Psychopathology	3
ED PS 6470 – Consultation and Supervision in Applied Settings	3
ED PS 6836 – Autism Spectrum Disorder: Overview and Assessment	2
ED PS 6837 – ASD Assessment Practicum	1
ED PS 6838 -- Autism Spectrum Disorder: Interventions	2
ED PS 6839 – ASD Interventions Practicum	1
ED PS 6970 – Graduate Thesis <i>or 7732 (4)</i>	6
ED PS 7130 – Cognitive Assessment	3
ED PS 7150 – Individual Child and Adolescent Assessment	3
ED PS 7510 – Cognition, Learning & Behavior	3
ED PS 7730 – Practicum in School Psychology: Clinic	4
ED PS 7731 – Practicum in School Psychology: Field	4

ED PS 7732 – School Psychology Research Practicum	<i>or optional thesis (6)</i>	4
ED PS 7910 – Internship in School Psychology		12
	Sub-Total	72 or 74
Elective Courses		0
	Sub-Total	0
Track/Options (if applicable)		0
	Sub-Total	0
	Total Number of Credits	72 or 74

Program Schedule

A current suggested program schedule is provided below. This will not change if the requested change in degree is granted. Dates are adjusted to reflect anticipated graduation in Spring 2017.

Note: EP = ED PS courses

Fall Semester

1st Year

EP 6100 Prof Issues/Ethics SP
 EP 6450 Psychopathology
 EP 7130 Cog Assessment
 EP 6010 Stats/Research Design
 EP 7730 Clinic Practicum (1)

2nd Year

EP 6110 Child/Fam Tx/Counsel
 EP 6050 Lifespan Development
 EP 7732 SP Research Prac (2)
 EP 6142 MC Prac (1)
 (or take in Spring, 2nd year)
 EP 7730 Clinic Practicum (1)

3rd Year

EP 7731 Field Practicum (2)
 Elective

4th Year Fall 2016

ED PS 7190 Internship (6)

Spring Semester

1st Year

EP 6390 Interventions
 EP 7150 Ind Child/Adol Assess
 SPED 6040 Legal/Policy Issues
 EP 7730 Clinic Practicum (1)

2nd Year

EP 6470 Consultation/Superv.
 EP 7510 Cog, Learn, Behavior
 EP 7732 SP Research Prac (2)
 EP 7380 Academic Assess/Int.

 EP 7730 Clinic Practicum (1)

3rd Year

EP 7731 Field Practicum (2)
 EP 6115 Adv. Child/Adol.
 Behavioral Therapy
 Elective (e.g., Neuro Assess, EP
 7910)

4th Year Spring 2017

ED PS 7190 Internship (6)

Summer Semester

1st Year

EP 6140 MC Assessment (2)
 EP 6836 ASD Assessment (2)
 EP 6838 ASD Intervention (2)
 (+ 6837/6839 Prac-2, Su, F, Sp)

Note: All courses are 3 credit hours, unless otherwise specified.

Section VII: Faculty

Core School Psychology Faculty

Name / Degree	Title	Areas of expertise	Core School Psych Courses
Elaine Clark, PhD (1.0 FTE)	Professor Director	Child and adolescent assessment, low incidence disability (autism, TBI), neuropsychology	EP 7150 Ind Child/Adol Assess EP 7731 Field Practicum EP 6836 ASD Intro and Assessment/Practicum
John Davis, PhD (1.0 FTE)	Assistant Professor	Academic interventions, professional issues, cognitive assessment, research design	EP 6100 Prof Issues/Ethics SP EP 6380 Academic Assess/Int. EP 7130 Cog Assessment
Aaron Fischer, PhD (1.0 FTE)	Assistant Professor	Consultation, applied behavior analysis, other behavioral interventions, technology, autism treatments	EP 6470 Consultation/Superv. EP 6050 Lifespan Develop EP 7732 SP Research Prac ED PS 6115 Adv. Child/Adol. Behavioral Therapy EP PS 6380 ASD Intervention
William Jenson, PhD (1.0 FTE)	Professor	Child psychopathology, school interventions, autism	EP 6450 Psychopathology EP 6390 Interventions
Daniel Olympia, PhD (.25 FTE)	Associate Professor	Academic and behavioral interventions, accreditation and program development	ED PS 7190 Internship
Janiece Pompa, PhD (1.0 FTE)	Clinical Professor	Assessment of learning and behavioral problems, child therapy, multicultural issues, neuropsychological assessm	EP 7730 Clinic Practicum EP 6140 MC Assessment EP 6110 Child/Fam Tx/Counsel

Additional Clinical and Program Support Faculty

Name / Degree	Title	Areas of expertise	Core School Psych Courses
John Kircher, PhD	Professor	Research design, test construction, statistical design	EP 6010 Stats/Research Design
Brenda van Gorter	Clinical Professor	Special education law and policy, early childhood	SPED 6040 Legal/Policy Issues

Zac Imel, PhD	Professor	Learning and cognition, statistics, research design	EP 6510 Cog, Learn, Behavior
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Additional Faculty Teaching Core School Psychology Courses (non tenure-line)

Name / Degree	Title	Areas of expertise	Core School Psych Courses
Alicia Hoerner, PhD	Associate Clinical Professor	Applied school psychology, multicultural assessment and intervention	EP 6140 MC Assessment (2) EP 6142 MC Prac (1)
Julia Connelly, PhD	Associate Clinical Professor	Autism spectrum disorders, assessment and treatment, parent consultation	EP 6836 ASD Assessment