**NATIONAL RECOGNITION REPORT**

National Association of School Psychologists
(2010 Standards)

Note: National recognition of this program is dependent on the review of the program by representatives of the National Association of School Psychologists (NASP).

**COVER PAGE**

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<tr>
<th>Name of Institution</th>
<th>Oklahoma State University</th>
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<td>Date of Review</td>
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This report is in response to a(n):
- Initial Review
- Revised Report
- Response to Conditions Report

**Program Covered by this Review**

| School Psychology |

**Grade Level**

| PK-12 |

(1) e.g. Early Childhood; Elementary K-6

**Program Type**

| Other School Personnel |

**Award or Degree Level(s)**

- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
PART A - RECOGNITION DECISION

A1. SPA decision on national recognition of the program:
   - Nationally recognized
   - Nationally recognized with conditions
   - Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

A2. Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:
   - Yes
   - No
   - Not applicable
   - Not able to determine

Comments, if necessary, concerning Test Results:
The program meets the 80% pass rate for its specialist students.

A3. Summary of Strengths:
The program has qualified faculty and a favorable student to faculty ratio. The program has a clear identity as a school psychology program. Program objectives are clear and consistent with NASP Standards.
PART B - STATUS OF MEETING SPA STANDARDS

Please upload the rubric and aggregated rating here.

**Standard One: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE**
Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

*This standard is not aligned to any particular assessment.*

| C.1. Mission, goals, objectives; integrated and sequential program of study, supervised practice, affiliation with colleagues and faculty and program improvement |
|---|---|
| Met | Not Met |
| ![Circle](https://via.placeholder.com/15) | ![Circle](https://via.placeholder.com/15) |

**Comment:**

The program is clearly identified by title, degree, and program documents as being a "school psychology program." Additionally, the program has a clearly defined framework and set of goals and objectives for candidate outcomes that are consistent with the field of school psychology in the scientist-practitioner training model that emphasizes a science-based child/learner success orientation. A commitment to human diversity is referenced in program materials.

The program outlined a course sequence for the specialist program, but only provided one transcript for a specialist candidate. (The other two that were provided were for doctoral students which are not considered as this is a review of the Specialist program).

The program has residency requirements that should facilitate affiliation with colleagues and faculty as well as the development of a professional identity as a school psychologist.

The program discusses ways in which they gather and use information to support their ongoing development and improvement. The program is committed to candidate appraisal through an annual review process and ongoing evaluation of candidates' performance. Candidates are provided with written feedback that is designed to prevent problems as well as to address areas of weakness in their performance. The program details its approach to remediation and support for candidate development.

| C.2. Faculty requirements/credentials |
|---|---|
| Met | Not Met |
| ![Circle](https://via.placeholder.com/15) | ![Circle](https://via.placeholder.com/15) |

**Comment:**

The program has five core faculty members, and each holds a doctoral degree in school psychology. Faculty members' scholarly and research interests are in school psychology. Some hold professional practice credentials and almost all
provide service to the profession by consulting on state projects and/or presenting at national conferences.

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY
C.3. Minimum years of study/credit hour requirements (3 years/60 hours with 54 hours exclusive of internship): institutional documentation of program completion

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Comment:

It is unclear if all candidates complete the required program of study and how the system of waivers affects this because the program only included one specialist transcript in its submissions.

REQUIREMENTS FOR DOCTORAL LEVEL PROGRAMS ONLY
C.4. Greater depth of study in multiple domains; minimum years of study/credit hour requirement (4 years/90 hours with 78 hours exclusive of internship and dissertation); institutional documentation of program completion

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Comment:

N/A

REQUIREMENTS FOR ALL PROGRAMS
C.5. Respecialization, retraining, or other candidate preparation approaches are consistent with NASP graduate standards; systematic evaluation procedures, and allows for prior courses/field experiences

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Comment:

N/A

STANDARDS II THROUGH VIII: SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE

General Comments: Insert general comments that may be relevant for a number of standards.

NOTE: For each standard, evaluate the extent to which EACH standard/element is ASSESSED, and ATTAINED and provide specific comments labeled as ASSESSED and ATTAINED to explain the basis for any standards judged as Not Met.

General comments:

Assessment 1 (praxis or state exam):

According to program policy, candidates are required to take the Praxis II: National School Psychology Exam and obtain a passing score of 147. The program provided data for the last three completer cohorts (2012-2013, 2013-2014 2014-2015). Aggregated data for each cohort were provided, as were data for each individual candidate, both for the overall test and for individual subscales within the test. Based on the information included, candidates met the minimum criteria for passing the Praxis Exam, therefore meeting program expectations on this assessment. The number of candidates taking the exam each year seems low relative to the number of candidates who are enrolled in each cohort, and the program is encouraged to clarify if data are missing for candidates.

Assessment 2 (course-embedded assessment - grades, comprehensive exam, portfolio, an oral or qualifying exam, an exam embedded in one or more
courses that all candidates complete - or a combination of these- Please note that all domains must be measured with Assessment 2):

The program included course grades for Assessment 2. There was sufficient information provided for all courses to show the link between course content and NASP Standards. Minimum grade requirements were provided in program documents. Candidates must maintain a 3.25 GPA for all graduate studies and earn a minimal grade of B in each professional school psychology course. These expectations are stated in the program handbook as are ways to satisfy requirements if candidates earn scores below these minimums. Grade data were provided for the three most recent cohorts and candidates generally exceeded minimum expectations across courses. The program is again encouraged to be clear about the number of candidates in each cohort and the number taking required courses.

Assessment 3 (practica evaluation):

The Field Supervisors complete ratings of skills and dispositions at the end of each semester in which candidates are enrolled in 5510. Items are aligned with NASP Standards. Candidates are rated on a four-point scale and must earn a rating of 3.0 or higher in each area by the end of their second semester. Satisfactory progress requires that each candidate earns a minimum of 2 on each individual item. It appears that the first rating is a formative one, but the program is encouraged to specify expectations for candidate performance on this scale if less than 3.0 is acceptable. Based on the data provided, the program appears to use the same form for specialist and doctoral students. It is encouraged to differentiate expected skill development across these two levels of training in program documents. Candidate attainment data were provided for three cohorts in the form of means for each overall area assessed, and 100% of students met minimum pass rates. It was unclear if both fall and spring ratings were included in these means. The program is encouraged to include frequency information and disaggregated data for each item in its future submissions. Also, the program may wish to refine this instrument to separate items related to special education laws/regulations as well as the administration and interpretation of tests.

Assessment 4 (intern evaluations - Please note that all domains must be addressed by the intern evaluation):

The program requires that internship supervisors complete ratings for each candidate three times each year - after the first two weeks of internship, mid-year, and year-end. The evaluation instrument included a wide range of items that are aligned with NASP standards. Unlike the practicum evaluation form above, however, the program did not provide minimum performance scores needed for candidates to earn satisfactory ratings. Mean supervisor ratings were included for three student cohorts and scores ranged from 3.2 - 3.7 based on a four-point scoring scale. It was unclear, however, if the reported
data were comprehensive, combining all three ratings, or if only year-end data were provided. For future submissions, the program should specify the number of candidates included in each cohort, disaggregate data for items, clearly indicate passing score criteria, and differentiate expectations between specialist and doctoral candidates if scores are provided for both levels. This information will provide additional input about candidates' development and progress.

Assessment 5 (Comprehensive, performance-based assessment of candidate abilities evaluated by faculty during internship- portfolio is one example):

The program requires that each candidate submit a portfolio with numerous artifacts. Faculty supervisors rate these items on a five-point scale near the end of the internship year. The program did not provide minimum performance criteria for candidates to earn satisfactory ratings. Mean faculty ratings were included for three student cohorts, but, for future submissions, the program should specify the number of candidates included in each cohort, disaggregate data for items, and clearly indicate passing score criteria. It will also be beneficial to describe artifacts in more detail so that the nature of the requirement is clear.

Assessment 6 (impact on student learning):

Specific information regarding impact on student learning was not presented. This is a required assessment.

Standard Two: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

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Comment:

There is sufficient evidence that candidates acquire knowledge of this Standard and that, except for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessments 4 and 5, and frequency data are not included for Assessments 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.

Standard Three: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
There is strong evidence that the program addresses candidates' knowledge and use of varied methods of consultation, collaboration, and communication that are applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

With the exception of for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessments 4 and 5, and frequency data are not included for Assessments 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.

**Standard Four: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES**
School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

There is strong evidence that candidates acquire knowledge of this Standard and that, except for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessments 4 and 5, and frequency data are not included for Assessments 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.
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**Standard Five: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES - SCHOOLS**

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

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**Comment:**

See comments below

**Element 5.1:** School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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**Comment:**

There is some evidence that candidates acquire knowledge of this Standard and that, except for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessments 4 and 5, and frequency data are not included for Assessments 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.

**Element 5.2:** Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

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**Comment:**

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**Standard Six: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – FAMILY-SCHOOL COLLABORATION**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

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Standard Seven: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Met Not Met

Comment:

There is evidence that candidates acquire knowledge of this Standard and that, except for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessment 4 and 5, and frequency data are not included for Assessment 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.

Standard Eight: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Met Not Met

Comment:

See Comments Below

Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Met Not Met

Comment:

There is strong evidence that candidates acquire knowledge of this Standard and that, except for assessment 6, student competencies are assessed. It is unclear, however, what the minimum performance scores are for Assessment 4 and 5, and frequency data are not included for Assessment 3, 4, and 5 noted above. Also, the manner by which these assessments discriminate levels of performance across candidates or provides data useful for program improvement is unclear.
Element 8.2: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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Comment:
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Standard Nine: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY
During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the standards of professional preparation and practice; and direct, measurable, positive impact on children, families, schools, and other consumers.

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Comment:
This standard is not aligned to any particular assessment.

See Comments Below

9.1. Practica are completed for academic credit, practica include the development/evaluation of specific skills; practica are distinct from and precede culminating internship; practica emphasize human diversity; practica require direct oversight by the program and collaboration with placement sites and practicum supervisors; and close supervision by program faculty and practicum supervisors

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Comment:
Marginal
Written policy provides evidence of specific, program oversight, and evaluation of skills that are consistent with goals of the program. There is less clarity provided about the specific activities that are required, which will help to ensure that all candidates participate in activities that prepare them for internships. Only one candidate transcript was provided to provide evidence of these policies in practice.

9.2. Internship is a comprehensive, culminating experience, supervised, and carefully evaluated; completed for academic credit; provides breadth and quality of experiences, attainment of comprehensive school psychology competencies, integration and application of the full range of school psychology; emphasizes human diversity, and provision of services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers; includes formative and summative performance-based intern evaluations, ensures interns demonstrate professional work
characteristics and attain competencies for practice

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Comment:
Marginal

Per its program handbook, candidates are required to complete a year-long internship in their final year of study. Internship is taken for course credit based on the one transcript that was provided. It appears that information was included for two candidates on Table G that documented fulfillment of 1200 hour requirement, but because information for both doctoral and specialist students was included on the table, not enough evidence is provided for specialist level candidates. Also, the program did not provide evidence indicating that interns have a direct, measurable, and positive impact on children, families, schools, and/or other consumers (Assessment 6 was not present).

9.3 Internship is completed on a full-time basis over one year or half-time over two consecutive years; a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns; a minimum of 600 hours completed in a school setting

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Comment:
This element is acceptable as noted in policy and practice. Internship hours were documented in Attachment G.

9.4 Interns receive an average of two hours of field-based face-to-face supervision, or the equivalent for part-time placements, per week from credentialed school psychologists or, non-school settings, credentialed psychologist

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Comment:
This element is acceptable as noted in policy and practice. Appropriately credentialed supervisors provide interns with the required type and number of supervision hours to meet this element.

9.5 Internship is a collaboration between the institution and field site; includes activities consistent with program goals, has a written plan specifying responsibilities; includes formative and summative performance-based evaluations; systematic, clearly articulated methods to address concerns about intern performance and attainment of competencies; and provision of appropriate support for the internship experience

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Comment:
The specialist level internship contract is included in the program handbook. The expectations for supervisors, school districts or agencies, and the University are included in this document.

9.6 The program employs a systematic, valid process to ensure that interns demonstrate competencies to begin effective practice as school psychologists; includes the integration of elements of knowledge and application of professional skills for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

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Comment:
Candidates are not required to provide evidence of direct, measurable, positive impact on children, families, schools, and other consumers, hence this requirement is not met.
C.1. Candidates’ knowledge of content

Candidates seem to have developed the skills and knowledge of content as demonstrated through Assessments 1 and 2, but as mentioned above the program is encouraged to be clear about the number of candidates in each cohort and the number taking required assessments and courses. Lack of frequency data made it unclear as to whether there was any missing information.

C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The program appears to assess candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions, but the program is encouraged to specify the artifacts that are required for the internship portfolio. Additionally, the minimum standards for certain assessments are unclear and frequency data are not provided. The number of candidates is unclear, as is the number of candidates that should be reported. The manner by which Assessment 3 and 4 discriminate levels of performance across candidates or provides data useful for program improvement is unclear.

C.3. Candidate effects on P-12 student learning

The program did not provide indicators (e.g., GAS, effect size, PND, etc.) to demonstrate candidates' effects on P-12 student learning.
PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program reports that they meet to review performance data, address the needs of individual candidates, and consider programmatic changes, suggesting that they have an annual review process.
Please provide any comments in the textbox below.

The program is encouraged to review comments provided under each standard.
F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:
Please select final decision:

- **National Recognition with Conditions.** The program has received a decision of conditional national recognition. See below for details.
The program is recognized through:

MM  DD  YYYY
08 / 01 / 2020

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program’s recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition

MM  DD  YYYY
03 / 15 / 2020

The following conditions must be addressed within the time period specified above if the program’s recognition with conditions has been continued. See above for specific date.

- The program must meet the NASP standards rated as Not Met, Not Acceptable and Marginal. The program's response to conditions report must document the program’s compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.
- The program’s conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program’s conditional report must include required sections and attachments as outlined in the standard NASP/CAEP online program report form and in instructions for NASP online program submissions at the time of the program’s submission of the conditional report, located at http://nasponline.org/standards/approvedtraining/training_program.aspx.
- The program must ASSESS, and ATTAIN domains listed in NASP Standards II to VIII. In addition to providing all other sections of the required NASP/CAEP online report form to provide evidence of the program’s compliance with NASP standards currently rated as Not Met, the program's conditional report must include specific required documentation that domains are ASSESSED in program required coursework and other experience (Attachment E). Further, the program must provide specific required documentation for Section IV-Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the standards.
Important information about required Assessments 1-6 and documentation
that must be submitted by programs is located in the NASP/CAEP online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:
1. A brief description of the assessment and its use in the program;
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III,
3. A brief analysis of the data findings,
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III, and
5. Documentation for each assessment, including:
   (a) The assessment TOOL or description of the assignment;
   (b) The SCORING GUIDE for the assessment; and
   (c) Aggregated candidate DATA derived from the assessment, with aggregated data specific to each NASP domain that it assesses.

- The program must meet the NASP standards rated as Not Met. The program's response to conditions report must document the program's compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.
- The program’s conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program’s conditional report must include required sections and attachments as outlined in the standard NASP/CAEP online program report form and in instructions for NASP online program submissions at the time of the program’s submission of the conditional report, located at http://nasponline.org/standards/approvedtraining/training_program.aspx.
- The program must ASSESS, and ATTAIN domains listed in NASP Standards II to VIII. In addition to providing all other sections of the required NASP/CAEP online report form to provide evidence of the program’s compliance with NASP standards currently rated as Not Met, the program’s conditional report must include specific required documentation that domains are ASSESSED in program required coursework and other experience (Attachment E). Further, the program must provide specific required documentation for Section IV-Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the standards. Important information about required Assessments 1-6 and documentation that must be submitted by programs is located in the NASP/CAEP online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:
1. A brief description of the assessment and its use in the program;
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III,
3. A brief analysis of the data findings,
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III, and
5. Documentation for each assessment, including:
   (a) The assessment TOOL or description of the assignment;
   (b) The SCORING GUIDE for the assessment; and
   (c) Aggregated candidate DATA derived from the assessment, with aggregated data specific to each NASP domain that it assesses.
This is the end of the report. Please click "Next" to proceed.