

# Standards for Graduate Preparation of School Psychologists

## PURPOSE

The NASP *Standards for Graduate Preparation of School Psychologists* contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist-level or doctoral-level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies in establishing standards for school psychologists' graduate education and practice. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high-quality preparation in all graduate programs in school psychology.

## USING THE STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

The NASP *Standards for Graduate Preparation of School Psychologists* will serve as a foundation for NASP's program review and approval, accreditation, and/or national recognition procedures for specialist and doctoral-level programs in school psychology. Programs planning to pursue program review, or newly established programs, can also use these standards when designing the program's curriculum and infrastructure. The *Standards for Graduate Preparation of School Psychologists* cover five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources. More information about the process for formal program review can be found at [www.nasponline.org](http://www.nasponline.org).

### Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on 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 affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists, as reflected in the following:

- Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.
- An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates.<sup>1,2</sup>
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.<sup>3</sup>
- While multiple instructional delivery methods (e.g., online, face to face<sup>4</sup>, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice outlined in [Program Standard 2](#); and direct, measurable effects on children and youth, families, schools, and other consumers.
- Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.<sup>5</sup> Program faculty requirements include:

- Faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching

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<sup>1</sup> If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

<sup>2</sup> An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, and sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

<sup>3</sup> Examples of program activities include candidates' attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates' professional identity as school psychologists and affiliation with colleagues and faculty.

<sup>4</sup> *Face-to-face* for field-based supervision means in the physical presence of or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone calls.

<sup>5</sup> School psychology program faculty members are those designated for primary teaching, research, service, advising, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching courses or by participating in other limited activities (e.g., on a limited adjunct, affiliated, or related basis).

load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).
- Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) 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.
- Faculty-to-student ratio of no greater than 1 to 12 in the overall program and instructionally intensive courses containing a significant supervision component. This ratio applies to all candidates in school psychology programs at the institution (e.g., specialist, doctoral, respecialization or professional retraining). The ratio may be based on a prorated proportion of program faculty and candidates. Part-time candidates, interns, and candidates working exclusively on research, theses, or dissertations may be prorated based on the credit hours enrolled in and the amount of supervision provided by program faculty.

**1.3. School Psychology Specialist-Level Programs Only:** The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.<sup>6</sup>
- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.
- Institutional documentation of completion of school psychology specialist-level program.<sup>7</sup>

**1.4. School Psychology Doctoral-Level Programs Only:** The doctoral-level program of study in school psychology<sup>8</sup> consists of the following:

- Greater depth in one or more school psychology competencies described in NASP domains of school psychology practice (see [Program Standard 2](#)), consistent with the philosophy/mission of doctoral-level preparation<sup>9</sup> and reflected in program aims, sequential program of study, and supervised practice.

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<sup>6</sup> Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that use other credit systems (e.g., trimester credits, unit credits) provide candidates with documentation of institutional policy regarding their equivalency to a semester hour system.

<sup>7</sup> Institutional documentation of program completion is official documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

<sup>8</sup> Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

<sup>9</sup> Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study (e.g., greater depth in one or more domains described in NASP Domains of School Psychology Practice, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).

- A minimum of 4 years of full-time study, including an internship at the graduate level, or the equivalent if part-time.
  - At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and a terminal doctoral project (e.g., dissertation or capstone).
  - A supervised internship, taken for academic credit with a minimum of 1,500 clock hours, at least 600 hours of which are completed in a school setting, unless a prior specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting had been completed prior to internship that provided a comparable experience to a formal specialist-level internship.
  - Institutional documentation of school psychology doctoral-level program completion provided to graduates.
- 1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:
- Philosophy/mission, goals, and objectives for candidates' competencies.
  - Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners, schools, and communities.
  - Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for *all* children and youth, families, and schools.
- 1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:
- Systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.
  - 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.
  - A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
  - Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and show direct, measurable impact on children, families, schools, and other consumers.
  - Clear distinction between the school psychology degree program and the nondegree preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.

## **Program Standard 2: Domains of School Psychology Graduate Education and Practice**

The school psychology program should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across

10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

#### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

#### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,

implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10: 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 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 effective interpersonal skills, responsibility,

adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

### **Program Standard 3: Supervised Field Experiences in School Psychology**

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with [Program Standard 1](#). Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in [Program Standard 2](#). Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

- 3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:
  - Settings relevant to program objectives and the development of candidate competencies.
  - Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
  - Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
  - Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see [Program Standards 2](#)).
  - Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.
- 3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social-emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.
- 3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:
  - A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
  - A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
  - Similar support services for the intern as provided to the agency school psychologist(s).
  - Provision for the intern's participation in continuing professional development activities.
- 3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:
- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
  - At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

#### **Program Standard 4: Performance-Based Program Assessment and Accountability**

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

- 4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.
- 4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.
- 4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.
- 4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products.
- 4.5. Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.

#### **Program Standard 5: School Psychology Program Support and Resources**

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of

competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

The following elements are apparent in the school psychology program.

- 5.1. The school psychology 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.
- 5.2. The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:
  - Faculty loads that take into account instruction, program administration, supervision, research/scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.
  - Faculty teaching and supervision loads that usually are 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.
- 5.3. The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:
  - Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in [Program Standard 1.2](#).
  - 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, as defined in [Program Standard 1.2](#).
  - A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.
- 5.4. The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:
  - Involvement in school psychology, including access to 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.
- 5.5. 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.
- 5.6. The institution provides adequate access to library and technology resources.