

Cover/Signature Page – Full Template

Institution Submitting Request: University of Utah
Proposed Title: Educational Specialist (EdS) Degree , School Psychology
School or Division or Location: College of Education
Department(s) or Area(s) Location: Educational Psychology
Recommended Classification of Instructional Programs (CIP) Code¹ : 42.2805
Proposed Beginning Date: 08/22/2016
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' Agenda Items	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
SECTION NO.	ITEM
4.1.1 <input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2 <input type="checkbox"/>	(AA) Associate of Arts Degree
	(AS) Associate of Science Degree
4.1.3 <input type="checkbox"/>	Specialized Associate Degree
4.1.4 <input type="checkbox"/>	Baccalaureate Degree
4.1.5 <input type="checkbox"/>	K-12 School Personnel Programs
4.1.6 <input checked="" type="checkbox"/>	Master's Degree
4.1.7 <input type="checkbox"/>	Doctoral Degree
5.2.2 <input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4 <input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature **Date:**
Printed Name: Ruth Watkins, Chief Academic Officer

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
University of Utah
Educational Specialist (EdS)
02/10/2016

Program Description: The current Master's program in School Psychology entails three years of course work and one year of full-time internship. The program is designed to prepare qualified, effective psychologists who will practice in schools or school related employment contexts. The program complies with the Utah State Office of Education competency guidelines for School Psychology and is approved by the National Association of School Psychologists (NASP website: www.nasponline.org.) The University of Utah does not grant an Educational Specialist degree (Ed.S.) per se; however, the School Psychology Master's program (M.Ed. and M.S.) currently meet standards associated with the Ed.S. degree in states where specialist degrees are granted, including Utah where Utah State University and Brigham Young University both grant an Ed.S. The minimum of 72 semester hours for the M.Ed. degree, which includes 1,500 hours of supervised internship in the schools, also meets school psychology licensure/certification requirements in the state of Utah, as well as most other states. Major strengths of the program include preparation of practitioners and researchers in the area of empirically-based interventions. Of particular note is the program's emphasis on behavioral treatments for children and adolescents (e.g., cognitive behavior therapy (CBT) and applied behavior analysis (ABA)). The program is also widely respected for its training in state of the art assessments that cover a wide range of behaviors and problems. Assessment courses include cognitive ability, academic achievement, psychological/psychiatric disorders, and disabilities (e.g., autism spectrum disorder (ASD), specific learning disability, severe emotional disturbance, traumatic brain injury, depression, anxiety, and obsessive-compulsive disorder).

Role and Mission Fit: The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community. The Department of Educational Psychology is characterized by its emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: School Psychology; Counseling and Counseling Psychology (CCP Program); Learning Sciences, and Reading and Literacy. The Department is committed to training students in the new knowledge of education and psychology so graduates can serve the educational and psychological needs of the state and national communities. The missions of the department and the college clearly align with the program goals and objectives.

Faculty: Faculty members required to offer the proposed Ed. S. are currently in place and require no additional preparation to offer an Ed.S. degree. The School Psychology program maintains an FTE of 5.00 for the core faculty, which is sufficient to meet current and projected needs of the program. The program recently made two successful hires at the assistant professor level to replace two tenured faculty lines for the program. Faculty development continues to be provided within the structure of the program and the Department of Educational Psychology and the College of Education.

Market Demand: The job outlook is very promising for school psychology locally and nationwide. A significant proportion of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists. According to the Occupational

Outlook Handbook of the Bureau of Labor Statistics, employment of psychologists is projected to grow 12% from 2012 to 2022, and one of the groups with the best job prospects will be those with a specialist or doctoral degree in school psychology. Many school districts have school psychologists on the same salary schedule as teachers while others have a separate salary schedule. The average annual salary for full-time school-based practitioners with 180-day contracts was \$64,168 in the 2009-10 school year. For practitioners with 200-day contracts, the average was \$71,320. For university faculty, it was \$77,801. It is likely that there is significant variability in salaries by region, state, and school district. In addition, some school psychologists also engage in private practice part-time or even full-time, providing yet another avenue for employment and income.

The University of Utah’s School Psychology Program in its current form has always been valued and in high demand by both in-state and out of state applicants for general training in the profession, as well as specialty areas such as autism, academic and behavioral intervention science, and neuropsychology. By offering an Ed.S. degree reflecting the time, effort and expense associated with the training that it entails, it is anticipated that this proposal will 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 post-secondary degree or certificate by 2020.

Student Demand: Student demand, particularly for programs that maintain national accreditation status remains high; our Ph.D. program has maintained accreditation by the American Psychological Association since 1983, and both our M.Ed. and Ph.D. programs have been approved by the National Association of School Psychologists. The University of Utah School Psychology Program also generates a high degree of interest among potential graduate students due to specialized training in the assessment and intervention with autism spectrum disorders. Students are particularly aware of the various degrees and degree types granted in school psychology across the state and the nation, and they have expressed a high degree of enthusiasm for a degree which reflects the level of expertise and commitment to their professional training, that is, an Ed.S.

Statement of Financial Support: All financial support for this program will be covered by the current appropriated funds. No new faculty, personnel, coursework, or other resources are required to offer the proposed degree.

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE:

The Department of Psychology at Utah State University offers a graduate program leading to the Ed.S. degree in Psychology with a specialization in School Psychology, and subsequent educator licensure/certification through the Utah State Office of Education as a School Psychologist. Students in this program earn their M.S. degree on the way to their Ed.S. but this is not considered a terminal degree and the M.S. degree alone will not allow one to work as a school psychologist. Brigham Young University is the only other program in the state of Utah to offer an Educational Specialist (Ed.S.) degree.

Program Description – Full Template
University of Utah
Educational Specialist (EdS)
02/10/16

Section I: The Request

The University of Utah requests approval to offer the Educational Specialist effective Fall 2016. This program has been approved by the institutional Board of Trustees on _____.

Section II: Program Description

Complete Program Description: *Educational Psychology, Ed.S./Ph.D. - School Psychology Emphasis*

The School Psychology Program at the University of Utah offers both Masters and Doctoral degree programs. The doctoral program is accredited by the American Psychological Association, 750 First St. NE, Washington, DC 20002-4242, Phone: (800) 374-2721; (202) 336-5500. TDD/TTY: (202) 336-6123; and approved by the National Association of School Psychologists. The Master's (proposed Ed.S.) program is fully approved/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*
- *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 program requires a minimum of 72 semester hours for the M.Ed. and 74 for the M.S. degree; this curriculum includes a 1,500-hour supervised internship. Upon completing the program, students meet Utah State Licensing Standards, as well as certification requirements for most other states.

The purpose of changing the degree from the M.Ed./M.S. presently granted to the school psychology graduates is to better reflect the time and effort students are required to invest in graduate studies. It is expected if the change in degree is approved we will have a larger number of applicants, and graduates of our 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 Office 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 our 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 Ed.S. degrees rather than master's degrees, including two programs operating in the state of Utah. Approximately 40% of training programs grant the Ed.S. 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 Ed.S. would keep our 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 Ed.S.; however BYU and USU recently changed the terminal non doctoral school psychology degree granted from a M.S. to an Ed.S. Both of these universities require 62-70 semester hours of study. In addition, universities in neighboring states offer the Ed.S. For example, specialist level school psychology university programs in Idaho, Montana, and Nevada all grant the Ed.S. degree). In the Pac-12, five universities offer training programs in School Psychology, and two of those offer the Ed.S. 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. Because our current graduates have a master's degree as their terminal degree they 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 Ed.S./specialist salary scale. Thus, our graduates are currently offered salaries similar to those with 30 semester hours of graduate training rather than those with the equivalent 60-semesters or more of graduate coursework. Offering the Ed.S. degree would alleviate this salary discrepancy issue.

Institutional Readiness

NA – The 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 their regular November 2015 meeting and approved with a vote of 21 in favor and 0 opposed.** Letters of support from the program director, department chair, and the Dean of the College of Education are attached, 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 01, 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 (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.")			
	32.00	0	32.00

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, we do not anticipate any changes in staffing needs.

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 attached letter from Marriott Library indicates their current level of support for the School Psychology program, as well as their commitment to supporting our faculty and students.

Admission Requirements

The admissions requirements will remain the same as for the M.Ed. and are outlined in the online catalog for the 2015-2016 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 the following (<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 Ed.S.

Justification for Graduation Standards and Number of Credits

NA – The current M.S. program exceeds 36 credits but with an Ed.S. degree the program will be consistent with accepted number of credits for the degree, based on Ed.S. 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 Masters/Specialist equivalent program. National recognition was granted effective January 1, 2014. The next accreditation review by NASP will be after 12/31/20. There are currently no costs for ongoing accreditation of the Masters program by NASP and it is anticipated that this would be the case for an Ed.S. program. The program is also approved by the Utah State Office 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 our applicant pool will likely increase with the change in degree, since the Ed.S. degree will be more consistent with the other state universities in Utah and the Pac-12, and national standards. Currently 5 or 6 students are admitted to the Master's program each year. We would continue to admit at least this number of students; however, it is anticipated that with the change in degree from a Masters 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 or 4 or 5 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	4	5	5	5	5
Total # of Declared Majors in Proposed Program	0	4	5	5	5	5
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	32.00	32.00	32.00	32.00	32.00	32.00
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: (Provide ratio here: N/A)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

NA – We are 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, we believe that the Ed.S. degree better reflects current professional standards and the program requirements. We believe 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 our 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 Ph.D. 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 4 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 Ed.S. 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 post-secondary degree or certificate by 2020.**

Student Demand

We routinely review multiple qualified applicants for admission to the program. The demand for the program, if anything, would increase with the change in degree.

Similar Programs

Both the Utah State University and Brigham Young University offer similar Ed.S. 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 Ed.S. degrees (University of Arizona and University of Washington). Thus, the ability to offer the Ed.S. degree will keep up current with our top local and regional competitor programs.

Collaboration with and Impact on Other USHE Institutions

NA – Because this is not a new program, both the 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 our intent to transition from the M.Ed. degree to the Ed.S. degree. Because the School Psychology programs at the three universities have co-existed for several years, we do not anticipate that the proposed degree change will have any impact on this balance.

Benefits

The benefits of this program to the UNIVERSITY OF UTAH will be reflected in our 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 UNIVERSITY OF UTAH by placing our 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 will also allow graduates to more readily pursue a national credential, i.e. the National School Psychology Certification (NCSP).

Consistency with Institutional Mission

Since the program curriculum is already in place via the M.Ed. 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.

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.

Objectives for Goal #1:

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.

Competencies Expected for these Objectives:

- 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.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: 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.

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.

Objectives for Goal #2:

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.

Competencies Expected for these Objectives:

- a. Students are able to provide assistance to school personnel in designing and evaluating remediation

<p>curricula to help students master basic academic skills and enhance adaptive behavior, social skills, functional life skills, and vocational orientation skills.</p> <p>b. Students are able to utilize formative assessment, data analysis, and experimental design to inform intervention decision making and fidelity of intervention implementation.</p> <p>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>
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: 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>
<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. 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: 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</p>

must also receive adequate or better ratings on appropriate field practicum/internship ratings.

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.

Objectives for Goal #4:

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.

Competencies Expected for these Objectives:

- 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.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: 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.

Program Goal #5: Ethical, Social and Professionally Responsible Practice - Students will demonstrate a 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.

Objectives for Goal 5

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.

Competencies Expected for these Objectives:

- 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.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: 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 Office 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	\$0	\$28,140	\$0	\$28,140	\$0	\$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")	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

NA – 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 dollars over the past 7 years directed to training graduate students at Master's and doctoral levels.

Reallocation

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

Impact on Existing Budgets

NA – 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 (with New Courses in Bold)

All program courses are already being taught.

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 or 7732 (4)	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 or optional thesis (6)	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.

SUGGESTED MASTER'S SCHEDULE

(note: EP = ED PS courses)

Fall Semester

1st Year Fall

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 Fall

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 Fall

EP 7731 Field Practicum (2)
Elective

4th Year Fall 2016

ED PS 7190 Internship (6)

Spring Semester

1st Year Spring

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

2nd Year Spring

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 spring

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 Summer

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

2nd Year Summer

3rd Year Summer

4th Year Summer

Note: all courses are 3 credit hrs, unless otherwise specified

Section VII: Faculty

Below is a brief overview of each of the faculty members in the Department of Psychology who are involved in teaching core school psychology classes or contributing to the school psychology program through ongoing program advisement. All classes listed are currently part of the individual's load. The requested change in degree will not affect faculty loads.

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 (2) EP 6836 ASD Intro and Assessment/Practicum (3)
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(3)
William Jenson, Ph.D. (1.0 FTE)	Professor	Child psychopathology, school interventions, autism	EP 6450 Psychopathology EP 6390 Interventions
Daniel Olympia, Ph.D. (.25 FTE)	Associate Professor	Academic and behavioral interventions, accreditation and program development	ED PS 7190 Internship
Janiece Pompa, Ph.D. (1.0 FTE)	Clinical Professor	Assessment of learning and behavioral problems, child therapy, multicultural issues, neuropsychological assessm	EP 7730 Clinic Practicum (1) EP 6140 MC Assessment (2) 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

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



Department of Educational Psychology

01/16/2016

Curriculum Committee
University of Utah
CAMPUS

Dear Curriculum Committee:

As the Director of Clinical Training (DCT) for the School Psychology program, I am writing this letter to ask that you consider a request for an Educational Specialist (EdS) degree to be offered in School Psychology at the University of Utah (UU). We currently offer two degrees, a masters (Masters of Science (MS) and Masters of Education (MEd) and a doctoral (Doctor of Philosophy). The School Psychology doctoral program (PhD) has been continuously accredited by the American Psychological Association (APA) since 1983. In conjunction with this program's accreditation, of the doctoral degree, the National Association of School Psychologists (NASP) also approved our doctoral program. In the Fall of 2013 we applied for NASP approval for our masters-only degree program and this was granted in Spring 2014. Our program has never made an application for an EdS degree from the University of Utah; however, our MS and MEd program in School Psychology is comparable to that of other NASP-approved in terms of the required credit hours and other degree requirement (e.g., Utah State University (USU) and Brigham Young University (BYU) School Psychology EdS programs).

Our masters' degree program at the UU is a four-year program that required three years of coursework, practicum, and research project, and one year of internship (i.e., 1500-hour supervised internship in the schools). A doctoral degree in School Psychology is a five-year program and requires additional coursework, dissertation, and a 2000-hour internship. Both our doctoral and masters' degree programs have excellent reputations for preparing school psychologists in empirically-based interventions.

- **JUSTIFICATION**: Students in our master's degree program cannot become licensed as school psychologists or secure employment in the schools as school psychologists without additional internship hours; therefore, the curriculum for the MEd and MS degree exceeds the minimal credit hour requirement for a masters' degree at the UU (i.e., the minimal being 30 credit hours and the School Psychology masters' degree requirement 72 credit hours). The State of Utah Board of Education requires additional hours in order to meet licensure standards. Over the years, the number of hours (courses/practicum) required of our students by NASP has also increased. This has required us to increase requirements and the minimum number of hours for the masters' degree. Many universities across the United States that offer a non-doctoral degree in School Psychology have decided to restructure their master's curriculum and internship hours and offer an Educational Specialist (EdS) degree in order to increase the marketability of

their graduates and ensure their employment upon graduation. Although we are not aware of our graduates having difficulty securing employment in Utah, we are aware that some of our graduates who have sought employment out of state have been forced to provide additional documentation showing that the masters' degree from the UU does, in fact, meet or exceed the requirements of an EdS degree in that state. Further, some of our graduates have been forced to take a lower salary than other hires despite their having the same number of credit hours as graduates with an EdS and being highly qualified for the position. This seems to be a particular problem for graduates who seek employment in states where NASP-approved programs all offer the EdS.

- **RESOURCES REQUIRED:** In order for us to implement an EdS degree program we would not be adding any requirements in terms of courses and practicum, faculty, or other budgetary resources. We would require the same number of courses and practicum hours for the EdS degree and would not need any additional faculty (i.e., the five full time core faculty would be sufficient and so would our field supervisors in practicum). It is also important to note that the current proposal has the full support of all program and department faculty, the Educational Psychology Department Chair, and the College of Education Dean. In addition, the EdS proposal has the support of trainers at other universities in the state that offer a school psychology program with EdS degree (i.e., USU and BYU). Leaders in local school districts who employ our program graduates are also in support as they recognize the importance of graduates having an EdS instead of a masters' degree "plus hours."
- **RECRUITMENT/GROWTH:** Offering an EdS degree is expected to improve our recruitment and retention of high quality School Psychology applicants. According to U.S. News and World Report, school psychology is ranked number 14 in terms of desirability, which is critical given the fact the U.S. Labor Department predicts a 12 to 14 percent increase in jobs by 2022. The UU's School Psychology program attracts outstanding students who are very interested in careers as school psychologists; however, over the past five or so years several applicants have inquired about the EdS and reasons that the UU does not offer this degree. The faculty are concerned that we are losing strong applicants despite our equally strong program and specialized training in an area of high appeal to graduate students (i.e., preparation to work with children who have an autism spectrum disorder (ASD) and other disabilities that affect the education of school-age children.
- **COMPETITION/ORGANIZATIONAL EMPHASIS:** As previously mentioned, we are competing with two other major universities in the state that offer the EdS, USU and BYU. On a larger scale, however, only four universities in the Pac12 besides the UU that offer a degree in School Psychology (U-Arizona, UC Berkeley, U-Oregon, and U-Washington), and only two of these universities offer an EdS degree (U-Arizona and U-Washington). Considerable attention has been paid to the issue of EdS versus the masters' plus degree. For more about eight years now, meetings of professional organizations, including NASP, APA Council of Directors of School Psychology

Programs (CDSPP), and Trainers of School Psychology (TSP) have had focused discussions about the importance of programs to offer an EdS to more appropriately represent the additional coursework and field work (practicum and internship) that NASP-approved School Psychology programs require. Two of the UU faculty have been in regular attendance at these meetings, in fact, two of the faculty (Drs. Clark and Olympia) have regularly served in leadership positions in these organizations and are very familiar with the need for programs to offer an appropriately titled degree even if there are no differences in the requirements of a masters plus and the EdS.

On behalf of the entire School Psychology at the UU, as the training director I am asking that your committee seriously consider our application. This is a request that we recognize should have happened years ago; however, the faculty did not feel it was critical until now. If there are further questions please do not hesitate contacting me or any program faculty, including the former DCT, Dr. Daniel Olympia, and members for the past two decades (i.e., Drs. Wm. Jenson and Janiece Pompa). We can all be reached through the department (801-581-7148) or email (el.clark@utah.edu; daniel.olymphia@utah.edu; bill.jenson@utah.edu; janiece.pompa@utah.edu).

Sincerely,



Elaine Clark, Ph.D., Professor
Director of Clinical Training
School Psychology Program



Department of Educational Psychology

January 26, 2016

To the Curriculum Committee:

The purpose of this letter is to confirm my support for the School Psychology program's proposal to offer the Educational Specialist (Ed.S.) degree. The School Psychology program in the Educational Psychology Department offers strong training in empirically based interventions and assessments. The PhD program is accredited by the American Psychological Association, and both the master's and doctoral programs are approved by the National Association of School Psychologists. The five full-time faculty in this program are experts in the field and thus able to train students in high quality research and practice.

As noted in the proposal, the Ed.S. degree better reflects the amount of training and internship hours our School Psychology M.Ed. students go through before they are eligible for licensure and work in the schools. Most master's programs require 30-36 credit hours, but the School Psychology master's students take between 72 and 74 credit hours of coursework and internship to become eligible for licensure in Utah. Similar shifts from the M.Ed. to an Ed.S. degree have been taken by local institutions (Brigham Young University and Utah State University), by schools in the Pac-12 (University of Arizona and University of Washington), and by similar institutions nationwide. The proposed shift toward offering the Ed.S. degree was recently suggested by the external review team during our department's Graduate Council review.

The ability to offer students the Ed.S. degree will address this suggestion, and it will improve recruitment into the program, as well as students' employment and salary prospects upon graduation.

Because the purpose of the current proposal is to offer a degree that provides a better reflection of training that students already receive during their master's coursework, no new resources are required. The curriculum, facilities, faculty, and other budgetary resources that currently support the School Psychology program are sufficient to support this change to the Ed.S. degree. We have 5 full-time faculty, plus a number of long-term adjunct faculty and field supervisors in local school districts, that support this change in our degree offerings. The proposal has been presented to and reviewed and approved by all faculty in the Educational Psychology Department, including myself.

In summary, the proposal to offer an Ed.S. in the School Psychology program puts our department on a comparable playing field to local and national competitors. This will help the College of Education and the University of Utah continue to offer much-needed training for professionals in local K-12 settings. If you have any questions about my support for this proposal, please contact me at: Anne.Cook@utah.edu.

Sincerely,

Anne E. Cook
Professor and Chair
Educational Psychology Department



THE UNIVERSITY OF UTAH
COLLEGE OF EDUCATION

February 1, 2016

To the University Curriculum Committee:

I am writing in support of the Educational Psychology Department's proposal to offer an Educational Specialist (Ed.S.) degree in School Psychology. The Ed.S. degree would better reflect the amount of coursework and internship training hours that master's level students in School Psychology currently undergo, and it would put students earning this degree on par with students who graduate with the Ed.S. from neighboring institutions, as well as from comparable schools in the Pac-12 that offer this degree. This, in turn, would help our students be as competitive as possible in securing jobs in the local K-12 community upon graduation and able to command starting salaries consistent with their level of training.

The School Psychology program contributes to the mission of the College of Education by conducting state-of-the-art research on interventions and assessments to be used in school-based settings. Students in the program have the opportunity to become Board Certified Behavior Analysts (BCBA) through a collaboration with the Special Education Department. Graduates are highly sought-after candidates for positions in local school districts. The ability to offer the Ed.S. degree would further enhance the College's success in placing graduates in K-12 settings throughout the Salt Lake valley. The addition of the Ed.S. degree would also increase recruitment and retention of students in the School Psychology program – both of which are important measures of productivity at the University of Utah.

The Educational Psychology Department's proposal to offer an Ed.S. degree does not require new budget allocations or personnel, because the degree is based on curriculum and resources already in place within the department. The School Psychology program has successfully maintained national accreditation and approval, and the program faculty are highly regarded in their field. The proposal has been vetted by School Psychology program and Educational Psychology Department faculty, the department chair, local school district personnel who work closely with students in the program, and School Psychology directors from neighboring institutions (Utah State University and Brigham Young University). All parties have expressed their unconditional support for this proposal.

In summary, the proposal to offer the Ed.S. degree has my full support. The potential benefits of adding this degree to the School Psychology programs are well aligned with the mission of the College of Education and the University of Utah.

Sincerely,

María Fránquiz
Dean, College of Education

Extraordinary Educators for an Extraordinary Future

Anne E. Cook, Ph.D.
Professor and Chair
Department of Educational Psychology
1721 Campus Center Drive, SAEC Room # 3220
University of Utah
Salt Lake City, UT 84112

January 22, 2016

Dear Professor Cook,

The J. Willard Marriott Library appreciates your request to comment on our ability to support students in an Educational Specialist degree in School Psychology. The Library has extensive holdings to support graduate study in school psychology, including monographs, databases, and journals.

The Educational Specialist degree will not involve new coursework or new faculty, and current Library collections have proven to be sufficient for the existing M.Ed. and M.S. degree programs offered in the Department of Educational Psychology. Library collections have been acquired over many years to support the Department of Educational Psychology, the College of Education, the College of Social Work, the Department of Psychology, and the Department of Psychiatry. We feel the Library has adequate coverage, with sufficiently deep collections in these disciplines to satisfy most graduate student needs in the Educational Specialist program.

The Marriott Library annually purchases a large selection of English language scholarly books in subjects related to school psychology. We are also usually able to order any specific books necessary to support classes or individual graduate students, and we encourage faculty and graduate students to work with subject librarians to build up any areas where the Library may need additional books.

The Marriott Library maintains significant holdings of scholarly journals in this discipline, including the *Journal of School Psychology*; *School Psychology Quarterly*; *School Psychology International*; *Contemporary School Psychology*; *Journal of Applied School Psychology*; *School Psychology Review*; and many other relevant publications. The Marriott Library can continue to work with faculty to evaluate the most workable preferences for providing any additional necessary periodical literature to support the Educational Specialist program.

We feel that our collection is very strong in databases, examples include:

- | | |
|--|--|
| 1. Education Full Text + ERIC | 9. Professional Development
Collection in Education |
| 2. PsycINFO | 10. Psychology & Behavioral Sciences
Collection |
| 3. Scopus | 11. CogNet |
| 4. Web of Science | 12. Academic Search Premier |
| 5. Social Services Abstracts | 13. Health and Psychosocial
Instruments |
| 6. Sociological Abstracts | 14. Medline (PubMed) |
| 7. Dissertations & Theses: Full Text | |
| 8. Counseling and Psychotherapy
Transcripts | |

Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with the faculty and students in this new program.

Sincerely,



Rick Anderson, Associate Dean
Collections and Scholarly Communication
J. Willard Marriott Library



Catherine Soehner, Associate Dean
Research and User Services
J. Willard Marriott Library



**Department of Counseling Psychology and Special Education
Ellie L. Young, School Psychology Program
MCKB 340-L, Brigham Young University, Provo UT 84602**

January 29, 2016

To Whom It May Concern:

Dan Olympia, School Psychology faculty member, has asked us to write a letter of support for the University of Utah's proposed Educational Specialist (EdS) degree in school psychology. Representing the school psychology faculty at Brigham Young University, we are pleased and eager to do so. The University of Utah has a long history of preparing excellent school psychologists, especially at the doctoral level, and we enthusiastically support their efforts to offer this new degree.

Utah has a distinct need to increase the numbers of school psychologists across the state. During the past year, most public school districts in the state had between 5-8 school psychologist positions that they were unable to fill because trained school psychologists were unavailable. Increasing the variety of training options by offering an EdS degree will attract those who are interested in the field but would not pursue a doctoral program.

Furthermore, we fully support the U's offering an EdS degree rather than a master's degree because the EdS is the standard entry degree in the field, especially in the intermountain west. We have found that future employers want school psychologists who have degrees that reflect this high level of training. Most important, providing high quality school psychology services requires competencies in a wide variety of domains (e.g., data-based decisions, collaboration and consultation with families and educators, early intervention and prevention services, crises response, and completing program evaluations). Developing this breadth and depth of knowledge does require school psychology programs to provide many supervised experiences over time to ensure that students are highly competent when they enter the field.

Please do not hesitate to contact us if you have additional questions.

Sincerely,

Handwritten signature of Ellie L. Young in cursive.

Ellie L. Young, Ph.D.
Associate Professor
Nationally Certified School Psychologist

Handwritten signature of Tim Smith in cursive.

Tim Smith
Professor
Department Chair

Handwritten signature of Terisa P. Gabrielsen in cursive.

Terisa P. Gabrielsen, PhD, NCSP
Assistant Professor, School Psychology
Brigham Young University
340-A MCKB, Provo, UT 84602

Handwritten signature of Melissa Allen Heath in cursive.

Melissa Allen Heath, PhD, Associate Professor
BYU School Psychology Program Coordinator
Dept. of Counseling Psych/Special Ed.
340-K MCKB Brigham Young University
Provo, UT 84602-5093



Lane Valum, Ph.D., Office of Special Education & Related Services,
9150 S. 500 West Sandy, UT 84070
T: 801-826-5163 | F: 801-826-5055 | www.canyonsdistrict.org

January 27, 2016

Daniel Olympia, PhD.
Associate Professor, School Psychology Program
Department of Educational Psychology/College of Education
Beverly Taylor Sorensen Arts and Education Complex (B TSAEC)
University of Utah
1721 Campus Drive, SAEC 3252
Salt Lake City, UT 84112-9255

Dear Dr. Olympia, and U of U School Psychology faculty,

I would like to extend support to the efforts underway by the School Psychology Program at the University of Utah to provide graduate students the degree of Educational Specialist (Ed.S.). The University's program is a rigorous and time-involved pursuit, that exceeds most Master's level training, in coursework and credits. The ability of the School Psychology Program to grant the Ed.S. credential to students completing this 3-year program is reflective of the investment in training, and places graduates in a favorable position for subsequent employment.

Cordially,

A handwritten signature in blue ink, appearing to read "J. Lane Valum". The signature is fluid and cursive, with a large initial "J" and "V".

J. Lane Valum, Ph.D. NCSP
School Psychologist Coordinator



7905 S. Redwood Road
West Jordan, Utah 84088-4601
www.jordandistrict.org

Guidance Programs

Fulvia Franco, Ph.D.
Program Specialist

801-567-8390 Office
801-567-8092 Fax

fulvia.franco@jordan.k12.ut.us

February 1, 2016

To Whom It May Concern:

Daniel Olympia, School Psychology faculty member, has requested that I write a letter of support for the University of Utah's proposed Educational Specialist (EdS) degree in school psychology. As the supervisor for school psychologists and school psychology interns in the Jordan School District, I am pleased to do so. The University of Utah prepares excellent school psychologists at all levels, and their efforts to offer an EdS degree that truly reflects the time and effort required to train people in this specialty is commendable. Students at the University of Utah in the school psychology program are required to complete many more graduate hours than students in other master's degree programs. In addition, Brigham Young University and Utah State University offer an EdS for students in their school psychology program.

Utah has a distinct need to increase the numbers of school psychologists across the state. During the past year, our school district had 6.5 school psychologist/school psychology intern positions that we were unable to fill because trained school psychologists were unavailable. Increasing the variety of training options by offering an EdS degree will attract those who are interested in the field but would not pursue a doctoral program. In Jordan School District, employees with EdS degrees are able to earn over \$44,000 more than employees with master's degrees over the course of a 30-year career.

Furthermore, I agree that the EdS is the standard entry degree in the field, nationally and also in the intermountain west. We want school psychologists who have degrees that reflect this high level of training. Most importantly, providing high quality school psychology services requires competencies in a wide variety of domains (e.g., data-based decisions, collaboration and consultation with families and educators, early intervention and prevention services, crises response, and completing program evaluations). Developing this breadth and depth of knowledge does require school psychology programs to provide many supervised experiences over time to ensure that students are highly competent when they enter the field.

Please do not hesitate to contact me at (801)567-8390 if you have additional questions.

Sincerely,

A handwritten signature in black ink that reads "Fulvia Franco, Ph.D., NCSP". The signature is written in a cursive style.

Fulvia Franco, PhD, NCSP
Program Specialist—Guidance
Licensed Psychologist
Jordan School District
7905 South Redwood Road
West Jordan, UT 84088-4601

Daniel Olympia, PhD.
Associate Professor, School Psychology Program
Department of Educational Psychology/College of Education
Beverly Taylor Sorensen Arts and Education Complex (B TSAEC)
University of Utah
1721 Campus Drive, SAEC 3252
Salt Lake City, UT 84112-9255

February 16, 2016

To whom it may concern,

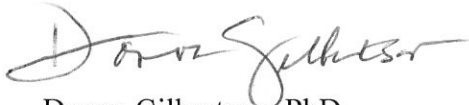
As director of our National Association of School Psychologists Approved Educational Specialist-level School Psychology program at Utah State University, it gives me great pleasure to write this letter of support for the application submitted by the School Psychology Program at the University of Utah (U of U) to change the existing Master's Degree to an Education Specialist (Ed.S.) level degree in school psychology. I have worked with this faculty on committees and that play an important role in ensuring the provision of the most current university graduate training and professional development to professionals in the field of school psychology at the local, regional and national level. My work with U of U faculty and students on these initiatives have fully informed me of the impact of their existing program on training future school psychologists.

The School Psychology Program at the U of U has a strong history of extensive training that requires 73 semester hours for the degree which includes a 1,500-hour supervised internship. Program training has received national recognition from NASP that indicates quality graduate education in school psychology and thus, enables students to successfully meet Utah and other state licensing standards for the practice of school psychology. In addition, this program offers specialized experiences to train school psychologists to be intervention oriented practitioners for students with High-Incidence Disabilities, Autism and Severe Disabilities that fills an important need in our state and others and has obtained student funding because of the core faculty work in this area. Finally, additional coursework to attain credentialing as a Board Certified Behavior Analyst (BCBA) is also an option for students in the program.

I strongly endorse that the School psychology program at U of U is an important training program with an excellent research environment that will continue to foster successful training of school psychology professionals. Approving the Ed.S. degree provides graduates several advantages.

First, this degree validates the high training standards, time and effort that students have historically been meeting. Second, licensing will become a simpler process easier for graduates given that the Ed.S. degree is recognized nationally in the field of school psychology. In conclusion, I fully support the efforts of this School Psychology Program as they seek the Ed.S. degree to support a program designed to train school psychologists to provide effective services to help students succeed academically, socially, behaviorally, and emotionally. Faculty at Utah State University look forward to our continued work to train future school psychologists with this faculty in the coming years.

Sincerely,

A handwritten signature in cursive script, appearing to read "Donna Gilbertson".

Donna Gilbertson, PhD
Associate Professor
Program Director of School Psychology Program
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