Program Report for the Preparation of School Psychologists
National Association of School Psychologists (NASP)
2010 Standards - Option A

NOTE: This form uses the NASP standards approved by NCATE in 2012. Beginning in Fall 2014, all programs are required to respond to the 2010 NASP standards.

COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

    MM   DD   YYYY

    [ ] / [ ] / [ ]

4. **Report Preparer's Information:**

    Name of Preparer:

    Phone: Ext.

    ( ) -

    E-mail:

5. **CAEP Coordinator's Information:**

    Name:

    Phone: Ext.

    ( ) -

    E-mail:

6. **Name of institution's program**

7. **Levels for which candidates are being prepared:**
    - ◯ Master's
    - ◯ Post Master's
    - ◯ Specialist or C.A.S.
    - ◯ Doctorate
    - ◯ Endorsement only
    - ◯ Non-licensure/non-certification degree

8. **Specific titles of degrees/awards that appears in official institutional documentation, such as transcripts, for**

program completers (e.g. Ed.S. in School Psychology, Certificate of Advanced Graduate Studies in School Psychology, PhD in Educational Psychology-School Psychology, etc.):

9. **Is this program offered at more than one site?[1]**

Yes   No

☐   ☐

(1)What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted. If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

10. **If yes, list the sites at which the program is offered**

11. **Title of the certificate/state license for which candidates are prepared**

12. **Program report status:**
     ○ Initial Review
     ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
     ○ Response to National Recognition With Conditions

13. **Is your Educator Preparation Provider (EPP) seeking**
     ○ CAEP accreditation for the first time (initial accreditation)
     ○ Continuing CAEP accreditation

14. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**
     ○ Yes
     ○ No

SECTION I - CONTEXT

Provide the following contextual information (in a narrative limited to 6 pages and in related attachments, as listed below). NOTE: If information for any of the seven items below already appears in one of the required attachments for this section, your narrative may simply refer to the attachment while citing the specific page number(s), (e.g., "see program's overall philosophy and goals on pages 2-3 of Program Handbook, Attachment I-C).

1. **Description of any state or institutional policies that may influence the application of NASP Standards.**

2. **Description of the administrative location of the program, including its relationship to the NCATE "unit" (typically, the college or school of education). Describe the support received from the institution and, if appropriate, others sources of support.**

3. **Description of the program's overall philosophy and goals, including any unique elements in the program or those it serves (NASP Standard C1.1). (Note that additional information under NASP Standards 1.1-1.5 should be provided by programs in required attachments listed below).**

4. **Description of field experiences, including supervised practica and internship experiences required for the program. (NASP Standards 9.1-9.6) (Note that additional information under NASP Standards 9.1-9.6 should be provided by programs in required attachments listed below).**

5. **Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions.**

6. **Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):**
    Attachment I A. Chart of Candidate Information
    Attachment I B. Chart of Faculty Information
    Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.
    Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).
    Attachment I E. Response to NASP Standard II-VIII (additional attachments include course syllabi and other documentation)
    Attachment I F. Response to NASP Standard IX (additional attachments include program documents related to internship and a sample internship agreement)
    Attachment I G. Internship Summary

    NOTE: A single assessment cannot be larger than 2mb.

A [LINK](#) to upload or manage your uploaded file(s)

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state certification test in school psychology, you must substitute data from the Praxis II in School Psychology to show attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: (Required) - CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test.		
Assessment #2: (Required) - CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. Grades for courses in which content knowledge for NASP Standards II-VIII is addressed are required. Note: In Assessment #2, EACH one of the NASP Standards II-VIII must be assessed, and aggregated attainment data for each standard must be reported. Programs may also submit other tools such as a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete; however, data on these additional tools must also be included as well as the required narrative.		
Assessment #3: (Required) - PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.		
Assessment #4: (Required) - PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.		
Assessment #5: (Required) - PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.		
Assessment #6: (Required) - EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).		
Assessment #7: (Optional) - Additional assessment that addresses NASP Standards II-VIII. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.		
Assessment #8: (Optional) - Additional assessment that addresses NASP NASP Standards II-VIII. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.		

(10)Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11)Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test,

(12)Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NASP standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NASP standards.

See the NASP Standards document for the elements and further descriptions of the standards.

1.   **STANDARD ONE**

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

This standard is not aligned to any particular assessment.

2.   **STANDARD TWO**

	#1	#2	#3	#4	#5	#6	#7	#8
PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	☐	☐	☐	☐	☐	☐	☐	☐

3.   **STANDARD THREE**

	#1	#2	#3	#4	#5	#6	#7	#8
PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	☐	☐	☐	☐	☐	☐	☐	☐

4.   **STANDARD FOUR**

	#1	#2	#3	#4	#5	#6	#7	#8
DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions. **Element 4.1:** Interventions and Instructional Support to Develop Academic Skills- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. **Element 4.2:** Interventions and Mental Health Services to Develop Social and Life Skills -School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to	☐	☐	☐	☐	☐	☐	☐	☐

5. STANDARD FIVE

	#1	#2	#3	#4	#5	#6	#7	#8

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
	☐	☐	☐	☐	☐	☐	☐	☐

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

6. STANDARD SIX

	#1	#2	#3	#4	#5	#6	#7	#8

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
	☐	☐	☐	☐	☐	☐	☐	☐

7. STANDARD SEVEN

	#1	#2	#3	#4	#5	#6	#7	#8

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

	#1	#2	#3	#4	#5	#6	#7	#8
	☐	☐	☐	☐	☐	☐	☐	☐

8. STANDARD EIGHT

	#1	#2	#3	#4	#5	#6	#7	#8

FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE
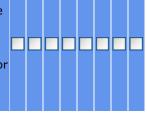School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.
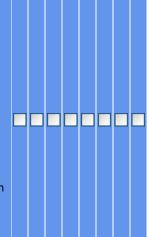
Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

	#1	#2	#3	#4	#5	#6	#7	#8
	☐	☐	☐	☐	☐	☐	☐	☐

Element 8.2: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

9.   **STANDARD NINE**

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

</div>

This standard is not aligned to any particular assessment.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
● Content knowledge (Assessments 1 and 2)
● Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
● Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1.   **(Required)-CONTENT KNOWLEDGE:** Data from state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted.

      In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the exam; (c) the criterion score for passing the exam set by your program, (d) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then in the attachment for Assessment #1, provide aggregated data and scores derived from at least two applications of the assessment (or at least two semesters) including the percentage of program completers that passed the exam.
                        A LINK to upload or manage your uploaded file(s)
2.   **(Required)-CONTENT KNOWLEDGE:** Program and/or course-embedded assessment of candidate knowledge. Grades for courses in which content knowledge for NASP Standards II-VIII is addressed are required. Note: In Assessment #2, EACH one of the NASP Standards II-VIII must be assessed, and aggregated attainment data for each standard must be reported. Programs may also submit other tools such as a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete; however, data on these additional tools must also be included as well as

the required narrative.

*Note: In Assessment #2, **each** one of the NASP Standards, Standards II-VIII, must be assessed, and aggregated attainment data for must be reported.*

Provide assessment information as outlined in the directions for Section IV. If a program uses a combination of program or course-embedded content assessment methods for Assessment 2, the program must provide assessment information for EACH method.

A [LINK](#) to upload or manage your uploaded file(s)

3. **(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities.

    NOTE: This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

    Provide assessment information as outlined in the directions for Section IV.

    A [LINK](#) to upload or manage your uploaded file(s)

4. **(Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS.** Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.

    *Note: In Assessment #4, **each** one of the NASP Standards, Standards II-VIII, must be assessed, and aggregated attainment data must be reported.*

    Provide assessment information as outlined in the directions for Section IV. (Include complete assessment instrument.)

    A [LINK](#) to upload or manage your uploaded file(s)

5. (**Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP.** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

    Provide assessment information as outlined in the directions for Section IV.

    A [LINK](#) to upload or manage your uploaded file(s)

6. **(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING:** Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 9.6).

    NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

    Provide assessment information as outlined in the directions for Section IV.

    A [LINK](#) to upload or manage your uploaded file(s)

7. **Optional): Additional assessment that addresses NASP Standards II-VIII. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.**

    Provide assessment information as outlined in the directions for Section IV

    A [LINK](#) to upload or manage your uploaded file(s)

8. **(Optional): Additional assessment that addresses NASP Standards II-VIII. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.**

    Provide assessment information as outlined in the directions for Section IV

    A [LINK](#) to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge,**

(2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur**

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.