

**PLANNING NOTICE OF INTENT (PNOI) FOR
NEW GRADUATE DEGREE PROGRAMS**

Program Information

Academic Unit Name: Education

Institution: University of Washington Tacoma

College/School: _____

Campus: Bothell Seattle Tacoma

Proposed Degree Title: Education Specialist (EdS) in School Psychology

Proposed Degree Option(s): _____

Proposed CIP Code: _____ Total Quarter Credits: 107

Proposed Start Date: Fall 2020

Projected Enrollment (FTE) in Year One: 12 (Quarter and year) Full Enrollment by Year: 2020-2021 ; 36 (#FTE)
(#FTE) (Academic Year)

Proposed New Funding: _____ Tuition Tier or cost: Tier II

Funding Source: State FTE Fee-based Other

Mode of Delivery / Locations

Campus Delivery Tacoma, WA
(enter locations)

Off-site _____
(enter location(s))

Distance Learning Several courses will be offered as a hybrid (online/campus)
(enter formats)

Other _____
(describe if applicable)

Scheduling

Day Classes Evening Classes
 Other (describe) Weekend Classes

Attendance Options

Full-time
 Part-time

Contact Information (Academic Department Representative)

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R. Endo

Endorsement by Program Director/Dean

07/01/2017

Endorsement by Dean or Chancellor

Date

EdS in School Psychology at UWT Proposed by the Education Program

Program Description and Rationale

The School of Education at the University of Washington, Tacoma (UWT) is proposing to develop an Education Specialist (EdS) degree program in School Psychology that meets criteria for approval by the National Association of School Psychologists (NASP) and meets the requirements for initial certification (Educational Staff Associate) as a school psychologist in the state of Washington. This program will create school psychologists that value diversity, focus on student and systemic strengths, and work to empower students, teachers, and families at all levels of service delivery. The philosophical orientation of the program will draw from more progressive ecological frameworks that emphasize proactive, dynamic problem solving—not models that tend to be more traditional to the field of school psychology that emphasize deficits and labeling students. The conceptual framework for the proposed program centers on preparing school psychologists who are effective scientist-practitioners and change agents at the levels of both the individual and the system. To this end, the proposed program will highlight models of prevention and early intervention that utilize collaboration across disciplines typically found in schools.

The UWT EdS School Psychology program will be in alignment with the 10 model NASP practice domains. These include practices that are infused into all aspects of service delivery such as data-based decision making and collaboration. The practice domains also include student-level services such as interventions and instructional supports to develop academic, social, emotional, behavioral, and other educationally relevant life skills. They also incorporate systems-level services that promote student learning and resilience, encourage family-school collaboration, prevent problems, and provide effective response to critical events. Last, these domains include knowledge and skills that are foundational to the practice of school psychology such as diversity in development and learning, research and program evaluation, and legal and ethical standards.

Relationship to Institutional Role, Mission, and Academic Unit Priorities – The EdS School Psychology program will reflect the SOE's mission and unit priorities. The 10 NASP Practice Domains and the six Organizational Principles are closely aligned with the mission of the UWT Education Program: *to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism and promote diversity*. The UWT SOE faculty and staff are in agreement with the development of this program and agreement was initially obtained on February 3, 2015 to move forward with the development of the PNOI and proposal.

The development of the EdS School Psychology program also supports the broader mission of the UWT in that the program will prepare school psychologists who are both well equipped and motivated to support diverse learners and collaboratively transform the school communities in the South Puget Sound. Moreover, the proposed program will be closely aligned with the UWT's core values: *Excellence, Community, Diversity, and Innovation*. Through community partnerships, the program will encourage excellence through a balance of foundational knowledge and skills and responsiveness to community need. The program will encourage an interdisciplinary approach by drawing on ecological and collaborative models and incorporate multiple perspectives found across fields such as general and special education, social work, educational leadership, school nursing, and psychology. This program will offer learning opportunities both in and outside the classroom and will foster community development through participatory action research and collaborative partnerships. It will promote diversity in its coursework and field experiences, and we will actively recruit students from diverse backgrounds. The program will foster an environment in which diversity is viewed as an asset. School Psychology EdS students will strive to achieve social justice through pluralistic models of service delivery and social action. Rather than relying on traditional, reactive models of practice, this program will inspire innovation in prevention and problem solving.

Structure

The EdS in School Psychology program will comprise two years of full-time course work and one full year of internship. In the first year, students take introductory coursework on the foundations of human development and the field of school psychology such as consultation, child development, multicultural issues, special education law, social, emotional, and behavioral supports, and research methods. Notably, many of these courses are currently offered by the UWT SOE. During the second year, coursework is integrated with supervised practicum experiences in counseling and cognitive, academic, social, emotional, behavioral, and adaptive skills test administration and interpretation. In the third year, students complete a 1,200 hour, school-based internship that is supervised by both practicing certified school psychologists and university faculty.

In addition to the standard, three-year program, would like to offer potential students with a Master's degree in a related field, a Post-Master's degree program that leads to the EdS in School Psychology. With this option, graduate credits earned in the related degree program can be accepted and applied toward the Ed.S. degree as appropriate. This will allow students who have completed their MEd in the Education Program to complete their EdS in School Psychology more efficiently. As with the full EdS program, upon satisfactory completion of the program, students will be eligible for Washington state ESA certification and national (NCSP) certification.

Documentation of Demand and Need for Program –The need and demand for school psychology programs and school psychologists are substantial and predicted to increase at both the national and regional level. Data from the American Association for Employment in Education indicate that school psychology shows consistent shortage over the last decade. The Bureau of Labor Statistics reports that 16,400 new school psychologist jobs will be added between 2012 and 2022, an employment growth rate of 11.3%. As reported by NASP, more than half of school psychologists are predicted to retire by the end of 2015, and more than two-thirds are predicted to retire by the end of 2020. While NASP recommends a maximum student-to-school psychologist ratio of 1,000 to 1 in the general population, a recent study revealed a national average of 1,653 students per school psychologist.

Just as there is a shortage of school psychologists across the nation, there is also a shortage of school psychologists in our region. There are nearly 70 open positions listed on the WSASP website, and we speculate that more openings have yet to be posted. Moreover, we have received the following statements of support (Email received June 11, 2015 from the Assistant Special Education Director of Tacoma School District):

We have difficulty every year hiring for our school psychology positions. We are currently staffed at 29.4FTE and we have had an open position all year long. Next year we will have two open positions. This is after hiring five new psychologists next year. We have an aging group with many retiring or nearing retirement, so I anticipate continued challenges with staffing. In addition, our plan is to increase our FTE on a steady basis over the next five years to get us to 40.0 FTE by 2019-20, which will place us in a better position to implement the NASP comprehensive service delivery model. We are also increasing our capacity for interns such that we had budgeted for four paid internships for next year. We were only able to hire two. A program in this area would also benefit other local districts. Next year, I will be working in the Auburn School District as director of special education, and my understanding is that there are three open positions there. I worked my entire career as a school psych in Auburn, and we had great difficulty attracting students because most lived in Seattle or North. Having a program closer by would have been a great asset. I am so excited about the possibility of a program at UWT, and if the opportunity arises I would love to be a part of any advisory committee that might be put in place moving forward.

We have received the full support of regional school districts, the Washington State Association of School Psychologists (WSASP), and faculty in other regional school psychology training programs. We have communicated with and received enthusiastic support from faculty at

University of Washington (Seattle campus), Seattle University, Eastern Washington University, and Gonzaga. They have expressed little concern that we will be in direct competition with their school psychology programs due to the high demand and the unique need that we are poised to serve in the South Sound region. Directors of the above-mentioned programs have indicated that, each year, they receive inquiries from potential students who live and work in the South Sound. Also, the director of the School Psychology EdS program at the University of Washington (Seattle) reports that she typically receives 90-100 applications each year and speculates that we will have little difficulty in obtaining students (email on 7/17/15). Also, the UWT Education staff report that they receive phone and email inquiries about the existence of a school psychology program each year.

School psychology is a secure and attractive career. The job placement rate is high among students who graduate from NASP-accredited programs, and as Kelly Vaillancourt, director of government relations for the National Association of School Psychologists states, "It's rare when school psychologists are unable to find employment." School psychologists tend to rate their jobs as satisfying, reporting above average upward mobility and flexibility. In fact, the job of a school psychologist was recently ranked as number one in social service jobs, 6 in top STEM jobs, and 17 in top 100 jobs. Most school psychologists procure a solid income with a national median salary of nearly \$70,000.

Preliminary Budget

We will need program staff and administration support, recruitment and marketing support, and funding for materials and testing supplies. See the attached spreadsheet that includes the anticipated required resources and the related costs.