

National Association of School Psychologists

**Approved Provider of Continuing Professional Development
Policies and Guidelines**

Approved by NASP Executive Council
April 2005
Revised September 2008

Please ensure that you are in compliance with the most current policies. Feel free to duplicate this information when needed. The National Association of School Psychologists values diversity. There will be no barriers to approval on the basis of gender, race, creed, age, sexual orientation, or national origin.

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- ATTACHMENTS:**
1. Instructions for Application
 2. Initial Application Form
 3. Sample Documentation of Participation Form
(Single Workshop)
 4. Sample Documentation of Participation Form
(Conventions, Concurrent Sessions)

I. GENERAL INFORMATION

The National Association of School Psychologists (NASP), founded in 1970 as a not-for-profit organization, is the world's largest association of school psychologists. NASP represents and supports school psychology through leadership to enhance the mental health and educational competence of all children. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

On January 1, 1989 NASP created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to non-members. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB). Individuals who successfully meet the credentialing standards established by the NSPCS are entitled to use the designation *Nationally Certified School Psychologist* or *NCSP* (NASP Policy adopted by the Delegate Assembly April, 1988). Any individual who uses this designation or represents himself or herself as a Nationally Certified School Psychologist without having fulfilled the requirements of this certification process is deemed to be in violation of the NASP Principles for Professional Ethics and may be denied the right to future certification or may be subject to legal action.

II. GOALS FOR THE APPROVED PROVIDER PROGRAM

NASP assumes that all school psychologists, and particularly those participating in the National School Psychology Certification System (NSPCS), have a common ethic and goal to grow professionally. It is a professional obligation to remain current regarding developments in research, training and professional practices that benefit children, family, and schools. Each school psychologist must participate in continuing education activities as required by the certifying agency of the state in which he or she practices. Each Nationally Certified School Psychologist (NCSP) must attain 75 hours of continuing professional development (CPD) every three years in order to maintain NCSP status. Continuing professional development hours can be earned through a variety of activities, including workshops, conferences, in-service training, college/university courses, and self-study programs.

The purpose of the NASP Approved Provider program is to assist school psychologists in accessing high quality continuing education activities that will enhance their professional growth. By seeking activities that are NASP-approved, school psychologists will be assured that the activity meets the general standards of NASP for continuing education, because the provider application review process ensures appropriate level, content, documentation and organizational policies. However, it is the responsibility of the individual school psychologist to evaluate whether a given activity is appropriate for meeting his or her own continuing education needs. In order for a particular activity from an approved provider to count toward NCSP renewal, the NCSP must answer the following questions affirmatively:

1. Did the activity enhance or upgrade my professional skills or add to my knowledge base?
2. Was the activity relevant to the professional practice of school psychology? (NOTE: This question should always receive an affirmative answer from approved provider programs.)
3. Did the activity fit into my personal plan for continuing professional development?
4. Did the activity go beyond the ordinary aspects of my employment?

III. TYPES OF APPROVED PROVIDERS

NASP itself and its approved training programs are regarded as approved providers of continuing professional development. In addition, the following types of organizations may apply to become approved providers:

1. NASP accredited higher education institutions offering school psychology training programs. Regionally accredited school psychology training programs may apply to become approved providers.
2. Related national professional organizations and school psychology training programs that are not NASP approved.
3. Other organizations and individuals offering professional development for school psychologists (e.g., school districts, colleges and universities not offering school psychology training programs, public agencies, private organizations, qualified individuals, other national organizations).

The latter three types of approved providers must complete an initial application for approval. All approved providers must complete an Annual Update Form every year. Approved providers other than NASP-affiliated state associations must submit a Fourth Year Renewal Form.

IV. DETERMINING IF CONTINUING EDUCATION ACTIVITIES MEET NASP GUIDELINES

As an approved provider of continuing education, you do not need to request approval from NASP for each activity that you offer to school psychologists. Your provider approval covers every activity that you offer that meets NASP continuing education guidelines. You must determine which activities offered by your organization/institution meet the current guidelines. Activities that do not meet the NASP continuing education guidelines cannot be offered for continuing education credit for school psychologists. If you are unsure as to whether a course/activity meets the guidelines, contact the chair of the NASP Professional Growth Work Group, who will *help you* to make this determination. The following guidelines must be met in order for you to grant NASP-approved continuing professional development credit to school psychologists for a particular activity:

1. The activity must fall within an approved content area (See Section V).
2. The activity must be geared toward credentialed professionals in the field of school psychology.
3. The activity must enhance professional competencies, skills, or knowledge.
4. The activity must have stated instructional objectives related to one or more of the approved content areas.
5. The activity must be one hour or more in duration.
6. The instructional staff for the activity must have training and experience that qualifies the individual to be considered an expert in the subject matter being taught.
7. The provider must record attendance and provide documentation of completion.
8. The provider requires participants to complete an evaluation of the activity.

9. The activity is NOT a business meeting, professional committee meeting, administrative meeting, or a presentation intended primarily for a lay audience.
10. The activity is in compliance with NASP *Principles for Professional Ethics* (see the *Professional Conduct Manual* downloadable at www.nasponline.org for details).

V. NASP APPROVED CONTENT AREAS

Continuing education activities should address one or more of the following domains of professional practice. Domains are more fully illustrated in the NASP *Standards for Training and Field Placement Programs in School Psychology*.

1. **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.
2. **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. **Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.
4. **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/ intervention, and counseling.
5. **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
8. **Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to

promote and provide comprehensive services to children and families.

9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

VI. CALCULATING CONTINUING EDUCATION CREDITS

One hour of continuing education credit is granted for each contact hour of participation. Contact hours are defined as the actual number of clock hours spent as a learner in direct participation in a structured educational format. Do not use the term “Continuing Education Unit” (CEU) when referring to NASP-approved activities. (This term, CEU, is equivalent to 10 contact hours or 10 continuing education credits). In a college or university program, one semester credit is equivalent to 15 contact hours and one quarter credit is equivalent to 10 contact hours. When calculating continuing education credits, time spent in breaks and social activities should be deducted. Total actual contact time for the activity must be one hour or more in duration. You can include portions of a full hour, rounding to the nearest quarter of an hour. Continuing education credit should be awarded only to those participants who completed the entire activity and completed an evaluation form.

VII. ADVERTISING YOUR NASP APPROVED PROVIDER STATUS

When you advertise your NASP approved provider status in promotional materials such as ads, brochures and announcements, include the following statement:

“(Provider's name) is approved by the National Association of School Psychologists to offer continuing education for school psychologists. (Provider’s name) maintains responsibility for the program.”

You may adapt this statement as needed to include other organizations for which you are an approved provider of continuing education. Approved providers may NOT use the NASP logo in advertisements.

VIII. VERIFICATION OF PARTICIPATION IN CONTINUING EDUCATION ACTIVITIES

As an approved provider, you are required to provide documentation of participation to each participant in a timely manner (see attachments for sample forms). *Please do NOT send NASP copies of the documentation.* Participants should be reminded to keep the original documentation for use in renewing the NCSP and state certifications. NASP requires that the approved provider *keep a roster of participants for a four-year period* in the event that we need to verify a school psychologist’s participation in an activity.

IX. AWARDING CONTINUING EDUCATION CREDIT FOR WORKSHOPS AND

COURSES.

These instructions should be used for individual workshops and courses.

1. Upon completion of the activity (and the evaluation form), each participant should be given documentation of his or her participation. Please note that a separate form should be used for each activity. For example, if your activity includes a keynote session (of at least one hour duration) and two break-out sessions, separate documentation would be provided for the three activities.
2. This packet contains a sample documentation form that you may adapt for your use (Attachment 3). Documentation should be in the form of a letter on your organization's letterhead that includes the following information: title of the activity, presenter, date, credit hours awarded, and approved provider statement (with the provider's number). Documentation should NOT take the form of a certificate (which could imply competence in a specific area).
3. *Your organization must maintain a roster* of all school psychologists who participate in each activity for a period of four years. We request that you maintain these records in the event that we need to verify attendance directly with you.
4. Your organization must maintain evidence of the evaluation results (e.g., actual evaluation forms, summary documentation) for a four-year period.

X. AWARDING CONTINUING EDUCATION CREDIT FOR CONVENTIONS AND CONFERENCES

Although there is a need to document school psychologists' participation in all activities for which they are requesting continuing education credit, we understand the problems that can be encountered when trying to document this information for a large number of individuals attending concurrent conference sessions. The following procedures have been devised so that providers can document attendance in a manageable way:

1. Upon registration, each registrant requesting continuing education credit for school psychologists should be given a monitoring form (see Attachment 4 for a sample). Reproduce this form on your letterhead.
2. School psychologists are responsible for accurately indicating on the form those activities that they attend. Please note that the signature of each individual presenter is NOT NECESSARY.
3. An individual from your organization should be designated as on-site administrator for continuing education credit. This individual is responsible for signing or stamping each monitoring form at the completion of the conference.
4. Your organization must maintain a roster of all school psychologists who participate in the conference and request continuing education credit. Registration forms can be used for this purpose. Keep these records for a period of four years so that, if necessary, we can verify attendance directly with you.
5. Your organization must maintain evidence of the evaluation results (e.g., actual evaluation forms, summary documentation) for a four-year period.

XI. SPECIAL INSTRUCTIONS FOR COLLEGES AND UNIVERSITIES OFFERING SCHOOL PSYCHOLOGY PREPARATION PROGRAMS

When a college or university offers a school psychology training program, approved provider status will be granted through the department managing the program. This department, in turn, can grant permission to other departments in the university to share their assigned provider number. This should be done only in cases when the other department offers continuing education activities that meet NASP continuing education guidelines. When another department seeks permission to share your provider number, review each activity they are offering and grant approval only for those that meet NASP guidelines. Other departments offering approved activities must follow the same guidelines and procedures as your department when providing school psychologists with continuing education credit. School psychology programs may not share the NASP approved provider number with organizations outside the university.

XII. INITIAL APPROVAL DECISIONS

Applications for approved provider status may be submitted at any time. Application instructions and an Initial Application Form are attached (Attachments 1 & 2).. In order to be considered the application must be complete and include the non-refundable application fee. Applicants should be certain that they meet all criteria for becoming approved providers before submitting their application.

Approval is granted for a four-year period. When approved, the provider will receive an approved provider identification number, which must appear on the attendance verification forms that are issued to participants. During the four-year approval period, ongoing monitoring of the provider's compliance with NASP's procedures will be conducted. Each approved provider must submit an annual update of activities offered to school psychologists.

Applicants who do not meet the requirements will not be approved. The decision to deny approval will be explained in a letter. Applicants have 35 days from the postmark on the notification letter to submit an appeal to the Chair of the NASP Professional Growth Work Group. The appeal should include additional documentation addressing the issues raised by the review committee in its letter denying approval. Applicants will be notified of the results of their appeal within four to six weeks of its receipt. If, following this review, the Chair upholds the previous decision, the applicant may make an appeal to the NASP Executive Council regarding the disagreement with the decision.

Newly approved providers will be listed in the NASP *Communiqué*. In addition, approved providers' names will be listed in a NASP website page along with links to the organizations' web pages if desired.

XIII. MAINTAINING YOUR APPROVED PROVIDER STATUS

Approval is granted for a period of up to four years, and continued approval is contingent on the receipt of the Annual Update Form and its approval by the NASP Professional Growth Work Group. Providers may choose to discontinue approved provider status at any time by providing written notice to the NASP Professional Growth Work Group. School psychologists will be notified of discontinuance in the NASP *Communiqué*

The Annual Update Form should be submitted along with the following materials/information:

1. List of all NASP-approved programs with date, title, and number of attendees
2. A description of any anticipated changes in your continuing education program since the date of your last approval (administrative and/or content related).

The Annual Update Form will be sent to you two months prior to your renewal date. You must complete and return the form with the required documentation and the annual maintenance fee. Please do not send anything to NASP prior to receiving your official update form from NASP.

At the conclusion of the four-year provider cycle, a Fourth-Year Renewal form must be completed and submitted along with an application fee. This is to ensure that approved providers are in compliance with current NASP policies and requirements that may have been enacted since the time of original application. You will receive your application materials approximately six months prior to the end of your four-year approval period. You must complete and return the required materials and the application fee as indicated in the materials that you receive. Again, please do not send anything in prior to receiving your official renewal materials from NASP.

NASP-affiliated state associations do not complete the Fourth-Year Renewal Form or submit the application fee. They must, however, submit an Annual Update Form along with the annual fee each year.

XIV. APPROVED PROVIDER FEE SCHEDULE

Application Fees

The application fee is paid at the time of initial application and again at the end of four years with the Renewal Application. This fee is \$400 for most organizations. Application fees are waived for NASP-affiliated state associations.

Annual Maintenance Fees

The annual maintenance fee for all approved providers of continuing education is \$100. The annual maintenance fee is due each year with your Annual Update Form or Renewal Application packet. NASP reserves the right to change the fee structure at any time, and will provide timely written notice to all approved providers if a fee change becomes necessary.

XV. Resolution of Issues and Problems

NASP's Professional Growth Work Group will investigate any complaints by participants in approved provider programs. Complaints must be in writing. The Work Group, at its discretion, may contact the approved provider in writing for information. The identity of the complainant will not be revealed. The provider will have 30 days to respond to the inquiry letter.

If the Work Group determines that the provider has acted in a manner not consistent with NASP's policies and/or procedures, the Work Group may place the provider on probation or terminate the approved provider status. The complainant will be notified in writing of the decision.

Sponsors whose approved provider status has been withdrawn by NASP for any reason may appeal that decision to the Chair of the Professional Growth Work Group. The Chair will forward the information to at least two committee members (more at his/her discretion) for review. If, following

this review, the Chair upholds the previous decision, the sponsor may make an appeal to the NASP Executive Council regarding the disagreement with the decision.

An approved provider may be placed on probation by NASP if goals, planning, administration, evaluation or other procedures are inconsistent with those described in the current NASP approved provider application policy guidelines, or if the continuing education activities fall below acceptable standards of quality. The reasons for probation, as well as the date by which the deficiency (or deficiencies) must be rectified, will be specified in a written report to the provider. The provider must produce evidence of compliance with the requirement(s) that were found to be deficient by the specified date. Failure to do so will result in the discontinuance of provider approval. If approval is withdrawn, any fees paid to NASP by the provider will be forfeited.

XVI. CO-SPONSORSHIP

Co-sponsorship occurs when a NASP-approved provider maintains full responsibility for a continuing education program, while joining with one or more organizations to offer activities leading to continuing education credit for school psychologists. Co-sponsorship is appropriate when it enables organizations to share financial, administrative, instructional, and other resources in a combined effort to offer high quality continuing education.

The NASP-approved provider must have a prior written agreement with the co-sponsor that includes:

1. Clarification of the responsibilities of each organization, including financial, administrative, instructional, and others.
2. Involvement of the approved provider in all aspects of program planning. A co-sponsorship relationship must be established prior to or during the planning stages of an activity at a point where contributions and changes can still be made.
3. The approved provider must ensure that the *Principles for Professional Ethics* are upheld.
4. In cases where each organization is NASP-approved, there must be written documentation regarding which organization will accept and maintain responsibility for the activity.

Co-sponsorship allows for mutually planning an activity. Co-sponsorship is not to be construed as lending or transferring approval status. It does not permit the NASP-approved provider to act as an approval body by reviewing a program or organization and then stating that it is, in turn, approved by NASP. As a NASP-approved provider, you must assume the same responsibilities and liabilities when co-sponsoring an activity as if you were the sole provider. Co-sponsored programs must fulfill your continuing education objectives and meet all criteria as set forth in this document.

Questions regarding provider policies or procedures should be directed to the Director of Professional Standards at the NASP office, 4340 East West Highway, Bethesda, MD, 20814 (301-657-0270..