



NASP Report of Graduate Education in School Psychology: 2017–2018

Daniel L. Gadke
Mississippi State University

Sarah Valley-Gray
Nova Southeastern University

Eric Rossen
National Association of School Psychologists

Christy M. Walcott, PhD, Editor
Eastern Carolina University

Nicholas W. Affrunti, PhD, Coeditor
National Association of School Psychologists

ABSTRACT

Each year the Graduate Education Committee of the National Association of School Psychologists (NASP) administers the National School Psychology Program Database Survey. Data regarding the status of graduate education in school psychology have been collected annually for both specialist and doctoral programs since 2010. This report for the 2017–2018 academic year summarizes data collected from the directors of all known school psychology programs and provides estimates regarding selected outcomes for those programs. During the 2017–2018 academic year, an estimated 10,121 current students (including interns) were enrolled in school psychology programs. Furthermore, an estimated 3,116 first year students were enrolled, whereas an estimated 2,708 students (2,198 specialist-level and 510 doctoral-level) graduated from school psychology programs. Approximately 90% of specialist-level program graduates work in schools. In contrast, approximately 60% of doctoral-level program graduates work in schools, while 14% of doctoral graduates work as faculty members within a university setting. Additional data include information regarding credit hour requirements, financial support, enrollment, internship placement, and student outcomes.

Keywords: graduate education, school psychology, graduate preparation, training, specialist, doctoral

Correspondence regarding this article should be addressed to Daniel L. Gadke at dgadke@colled.msstate.edu.

The National Association of School Psychologists (NASP) has periodically collected data regarding graduate education in the United States since the mid-1970s, allowing for the monitoring of trends that impact the health of school psychology. These data summarize current year enrollment, program availability, student outcomes, access to financial aid, and shifts in graduate education requirements. Reporting information concerning enrollment (including minority enrollment), financial support, and other data regarding graduate education supports NASP in responding effectively to the strategic goal of addressing shortages in school psychology. These data can also provide an important frame of reference to facilitate self-evaluation of graduate programs. Additionally, prospective students can utilize these data

through an online, publically accessible database (NASP, n.d.) to more fully understand critical variables associated with graduate programs to which they are applying.

These data also allow for the generation of annual reports, thereby offering a current snapshot of graduate education in school psychology. The survey process also meets a long-term goal of regularly tracking data to allow for more detailed trend analysis in the future. Prior to the annual reports provided by Gadke, Valley-Gray, and Rossen (2016, 2017, 2018), Rossen and von der Embse (2014) provided a historical report of the data available up to 2014. Tracking trends is important so that we can examine changes in enrollment and graduation over time as well as issues that may affect personnel shortages within the field of school psychology. The current paper, the fourth annual report, provides a summary of selected data collected from graduate education programs in school psychology for the 2017–2018 academic year. Given the variability in response rate on specific items, estimates for selected outcomes are provided.

METHOD

The annual *National School Psychology Program Database Survey* was open from October, 2017 through December, 2017.

Participants

During the 2017–2018 academic year there were 249 known institutions offering a graduate education program in school psychology at either the specialist level, doctoral level, or both. All known program directors received email invitations to complete the survey. Across all known institutions, there are 324 programs; 222 at the specialist level and 102 at the doctoral level. Response rates from programs vary by survey question. Specifically, response rates for individual items ranged from 55% to 88% of specialist programs and 58% to 91% of doctoral programs. Only programs that provided complete data within a given area of the survey (e.g., credit hours, enrollment) were included in the analyses. In an effort to have an estimate of the total number of all students, male students, minority-status students, first-year students, graduates, graduate student outcomes, and employment outcomes from all U.S. school psychology programs during the 2017–2018 academic year, these data were extrapolated from available information in each of these domains. The extrapolation required multiplying the average by all known active school psychology programs in the United States (222 specialist level, 102 doctoral programs).

Measure

The *National School Psychology Program Database Survey* is an annual survey delivered to directors of both specialist and doctoral programs in school psychology. Respondents provide information across a number of domains, including the nature of programs offered, approval/accreditation status, student financial support information, enrollment information, faculty appointments, opportunities for respecialization, internship placements, and student outcome data. The database can be accessed at <http://apps.nasponline.org/standards-and-certification/graduate-education/index.aspx>.

Procedure

All known school psychology program directors were contacted via email with instructions regarding how to complete the national survey using a Web-based portal through the NASP website. Multiple attempts were made to encourage participation in the survey. Frequent email messages were distributed via the NASP Graduate Education Community Listserv as well as the Trainers of School Psychologists (TSP)

Listserv, including providing a list of program completers. Individual email messages were sent and telephone calls were made to program directors reminding them to complete the survey.

The portal provided program directors with direct access to enter and edit their program’s data on the NASP website, along with the option to provide access to other individuals within the institution to complete the survey. All directors also were provided with a document providing detailed instructions regarding how to access their program, the content of the survey, and how to complete the survey.

Once the survey was completed, the portal was closed to program directors and uploaded to the NASP database. For the purposes of data analysis, data were uploaded into a single file and cleaned for missing information, notable outliers, and other response errors. Microsoft Excel was utilized for all analyses. A summary of the descriptive statistics are provided below.

RESULTS

Data were reported based on program (i.e., specialist and doctoral) across each of the variables assessed within the survey. For the purpose of this annual report, results focused on program approval and accreditation, credit hour requirements, financial support, enrollment, internship placements, and student outcomes. Additionally, available data were used to extrapolate enrollment and outcome estimates for all known U.S. school psychology programs.

Program Approval and Accreditation

A detailed description of program approval and accreditation data may be found in Table 1. Overall, 222 specialist-level programs participated in this portion of the survey. Of these programs, 65% reported full NASP program approval or accreditation, 9% reported NASP program approval or accreditation with conditions, and 26% did not have NASP program approval or accreditation at the time of data collection. Among the 102 participating doctoral programs, 73% held full NASP approval or accreditation, 4% reported NASP approval or accreditation with conditions, and 24% of doctoral programs were not approved or accredited by NASP. Furthermore, 75 out of the 102 doctoral programs who responded to the survey reported accreditation by the American Psychological Association (APA), which only accredits doctoral-level programs.

Table 1. Number of Programs Reporting NASP Approval/Accreditation and/or APA Accreditation Status in 2017–2018 Academic Year

	Specialist	Doctoral
NASP		
Approved/Accredited	145 (65%)	74 (73%)
Approved/Accredited With Conditions	19 (9%)	4 (4%)
Not Approved	58 (26%)	24 (24%)
APA		
Accredited	--	75 (74%)
Not Accredited	--	27 (26%)
Total	222	102

Note. The number of programs totals to 324, but many (66) institutions maintain more than one program on the same campus. There are 249 known institutions offering a school psychology program.

Credit Hours

A detailed description of the range and average number of credit hours required for graduation can be found in Table 2. A total of 195 specialist-level programs reported data regarding credit hours required for degree completion. For the purposes of this analysis, programs that reported quarter hours were converted to semester hours by multiplying quarter hours by .67 (see McMaster, Reschly, & Peters, 1989; Thomas, 1998).

Table 2. Credit Hours Necessary to Graduate Across School Psychology Programs in 2017–2018 by NASP and APA Program Approval/Accreditation Status

Programs	Specialist			Doctoral		
	n	\bar{x} (hours)	Range	n	\bar{x} (hours)	Range
	NASP Program Status					
Approved/Accredited	136	69.4	60–95	68	109.5	64–142
Not Approved/Accredited	41	72.2	50–104	20	91	48–145
Approved/Accredited with Conditions	18	68.1	60–88	4	107	90–118
Total	195	69.9	50–104	92	102.5	48–145
	APA Program Status					
	n	\bar{x} (hours)	Range	n	\bar{x} (hours)	Range
Accredited	--	--	--	66	109.7	64–142
Not Accredited	--	--	--	26	94.5	48–145
Total	--	--	--	92	102.1	48–145

Note. Quarter credit hours were converted to Semester credit hours using the equation (credit hours) \times 0.67 (see McMaster, Reschly, & Peters, 1989; Thomas, 1998).

The average number of required semester hours across all specialist-level programs was 69.9. The average number of credit hours for programs with NASP approval/accreditation (69.4), NASP approval/accreditation with conditions (68.1), and without NASP approval/accreditation (72.2) differed by four credit hours. Hours ranged from a reported 50 hours to 104 hours across all specialist-level programs.

The average number of semester hours across all doctoral programs was 102.5. The average number of hours for NASP approved/accredited doctoral programs was 109.5, whereas those without NASP approval/accreditation averaged 91 hours. The four reporting doctoral programs that maintained NASP approval with conditions reported an average of 107 semester hours. Doctoral programs with APA accreditation averaged 109.7 hours, whereas those without APA accreditation averaged 94.5 semester hours. Hours ranged from a reported 64 to 145 hours across all doctoral-level programs; those at the lower end may reflect programs designed primarily for individuals that have already completed prior graduate coursework.

Financial Support

Table 3 provides a summary of the data regarding financial support of students during their graduate education. For the purposes of this survey, funding includes any form of monetary assistance, which may consist of federal aid, student loans, or monetary assistance by the academic program or institution. Among reporting specialist-level programs, an average of 8.6 first-year students per program ($n = 127$ programs; 1090 students) and 17.8 students per program across all years ($n = 126$ programs; 2249 students) received funding to complete their graduate education. On average, students employed in a

work-study position, which may include graduate or teaching assistantships, completed 12.2 work hours per week ($n = 122$ programs).

Table 3. School Psychology Students Receiving Financial Support During the 2017–2018 Academic Year

	Specialist				Doctoral			
	Programs (n)	Students (n)	\bar{x}	Range	Programs (n)	Students (n)	\bar{x}	Range
First Years ^a	127	1090	8.6	0–24	73	373	5.1	0–19
All Years ^a	126	2249	17.8	0–46	72	1239	17.2	0–71
Min. Weekly GATA Hours	122	--	12.2	0–22	70	--	13.5	0–20

^aIncludes students receiving any form of monetary assistance through Federal Student Financial Aid or student loans, or any form of monetary assistance from the academic program (e.g., teaching or research assistantship).

Similarly, 73 doctoral programs reported that an average of 5.1 first-year students per program ($n = 373$) received funding, while 72 doctoral programs reported that an average of 17.2 students per program across all years ($n = 1239$) received funding. Students enrolled in doctoral programs and employed in a work-study position (e.g., graduate or teaching assistantships) were required to work, on average, a minimum of 13.5 hours ($n = 70$ programs) each week.

Enrollment

Student enrollment data for reporting specialist-level and doctoral programs during the 2017–2018 academic year can be found in Table 4. During the 2017–2018 academic year, an average of 33 students were enrolled across reporting specialist-level U.S. school psychology programs. Specialist-level programs reported an average of 4.3 males and 9.8 students of minority status per program. Finally, specialist-level programs reported averages of 40.1 applicants per program, 16.9 offers of admission per program, and 11.6 first year students enrolled per program.

Table 4. Student Enrollment Data Across School Psychology Programs During the 2017–2018 Academic Year

Students	Doctoral							
	Programs (n)	Students (n)	\bar{x}	Range	Programs (n)	Students (n)	\bar{x}	Range
Total	167	5507	33	0–116	79	2165	27.4	1–99
Males	161	703	4.3	0–21	76	326	4.3	0–22
First Year	165	1921	11.6	0–39	79	415	5.3	0–19
Minority	160	1564	9.8	0–65	76	592	7.8	0–30
Accepted	156	2641	16.9	2–94	75	676	9	0–55
Applicants	142	5694	40.1	5–160	73	2237	30.5	0–219

Note. The data reported do not represent all known programs in school psychology, and thus do not describe the entire enrollment in school psychology graduate programs.

There was an average of 27.4 students enrolled across reporting doctoral programs. Doctoral-level programs reported an average of 4.3 males and 7.8 students of minority status per program. Finally, doctoral-level programs reported averages of 30.5 applicants per program, 9 offers of admission per program, and 5.3 first year students enrolled per program.

In an effort to have an estimate of the total number of all students, male students, minority-status students, first-year students, and graduates across the entire nation during the 2017–2018 academic year, these data were extrapolated from available information in each of these domains (see Table 5). The extrapolation required multiplying the averages from each individual domain (e.g., average male students) by all known active school psychology programs in the United States by degree program (222 specialist level; 102 doctoral programs). Based on this analysis, an estimated 7,326 specialist-level students and 2,795 doctoral-level students were enrolled in school psychology programs across the United States in 2017–2018, for a total estimated 10,121 students. Within specialist-level programs, there were an estimated 955 male students, 2,176 students of minority status, and 2,575 first-year students. Within doctoral programs, there were an estimated 439 male students, 796 students of minority status, and 541 first-year students. Finally, it is estimated that there were 2,198 graduates of specialist programs and 510 graduates of doctoral programs, for a total of 2,708 new graduates entering the workforce.

Table 5. Estimated Total School Psychology Graduate Student Data During the 2017–2018 Academic Year

	Specialist Programs	Doctoral Programs	Total (Specialist & Doctoral)
Students	<i>n</i> (estimation)	<i>n</i> (estimation)	<i>n</i> (estimation)
Total Students	7,326	2,795	10,121
Males Students	955	439	1,394
First-Year Students	2,575	541	3,116
Minority Students	2,176	796	2,972
Graduated	2,198	510	2,708
Graduates Employed in Schools	1,976	306	2,282
Graduates Employed as Faculty	22	71	93
Graduates Not Employed	22	10	32
Transferred From SL to DL program	89	--	89
Exited Program Due to Inadequate Performance	67	20	87
Withdrew From the Program	133	61	194

Note. Estimates were calculated using known number of specialist- and doctoral-level programs and the average number of students admitted and enrolled by programs that completed the survey.

Internship Placement

A summary of the student internship data for specialist-level and doctoral programs may be found in Table 6. Results from 169 reporting specialist-level programs indicated 1,546 total interns during the 2017–2018 academic year, with an average of 9.1 interns per program. Of these interns, 99.5% completed the entirety of their internship within a school setting. Doctoral programs presented with a more diverse

set of internship placements. Across the 61 reporting doctoral programs there were a total of 314 interns, with an average of 5.1 interns per program. Slightly less than half of these students completed an entirely school-based internship, while 19.7% were part-time in the schools and 32.2% completed the entirety of their internship in a setting outside of the schools.

Table 6. Student Internship Data Across School Psychology Programs During the 2017–2018 Academic Year

Internship Data				
Specialist Students ($n = 169$ programs)				
Interns	n	\bar{x}	%	Range
Total	1,546	9.1	--	0–40
100% School based	1,538	9.1	99.5%	0–40
Doctoral Students ($n = 61$ programs)				
	n	\bar{x}	%	Range
Total	314	5.1		0–19
100% School Based	154	2.5	49.0%	0–14
Part-Time School	62	1.0	19.7%	0–7
100% Out of School	101	1.7	32.2%	0–14
APA Accredited	131	2.2	41.7%	0–14
APPIC and CDSPP	52	0.8	16.6%	0–10
APPIC Only	4	0.1	1.3%	0–1
CDSPP Only	132	2.2	42.0%	0–19
Non-APPIC/CDSPP Criteria Not Met	11	0.2	3.5%	0–4

There was significant variability in meeting external criteria for doctoral-level internships. Of the 61 reporting doctoral programs, 41.7% of students completed an internship accredited by the American Psychological Association (APA), 1.3% of students completed an internship that was a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) only, and 16.6% of students completed an internship that was both an APPIC member and met the Council of Directors of School Psychology Programs (CDSPP) internship guidelines. Furthermore, 42% of students completed a program that solely met the CDSPP guidelines, while 3.5% of students completed an internship program that did not meet any accreditation/approval guidelines. Notably, internships accredited by the APA are also APPIC members and meet the CDSPP internship guidelines; therefore, not all categories described are mutually exclusive.

Student Outcomes

Student outcomes refer to students' graduation rates, time to graduation, student outcomes, and employment outcomes. Specific student outcome data can be found in Table 7, while estimates regarding graduate student and employment outcomes considering all known programs can be found in Table 5. Across 160 reporting specialist-level programs, an average of 9.9 students per program ($n = 1584$) graduated during the 2017–2018 academic year, with a median of 3 years to degree completion. Doctoral programs ($n = 72$) reported an average of 5 students per program ($n = 341$) that graduated during the 2017–2018 academic year, with a median of 5.3 years required for degree completion.

Table 7. Student Outcome Data Across School Psychology Programs During the 2017–2018 Academic Year

Outcome	Specialist Programs				Doctoral Programs			
	<i>n</i> (programs)	<i>n</i> (students)	\bar{x}	Range	<i>n</i> (programs)	<i>n</i> (students)	\bar{x}	Range
Students Graduated	160	1584	9.9	1–38	72	341	5.0	1–20
Median Years to Degree Completion	154	--	3	2–4	72	--	5.3	3–8
Graduates Employed in School	141	1248	8.8	0–32	67	202	3	0–24
Graduates Employed as Faculty	133	6	0.1	0–5	64	45	0.7	0–15
Not Employed	125	12	0.1	0–5	59	6	0.1	0–6
Transferred from SL to DL program	145	51	0.4	0–4	-	-	-	-
Exited due to inadequate performance	143	47	0.3	0–5	71	15	0.2	0–2
Withdrew from program	145	89	0.6	0–7	73	47	0.6	0–5

Among reporting specialist-level programs, an average of 8.8 graduates per program ($n = 1248$) went to work in schools, whereas only six graduates ($\bar{x} = 0.1$ per program) obtained employment as program faculty, and 12 remained unemployed ($\bar{x} = 0.1$ per program). An additional 51 students transferred from the specialist-level to a doctoral-level program ($\bar{x} = 0.4$ per program), whereas 47 students exited the program due to inadequate performance ($\bar{x} = 0.3$ per program), and 89 students withdrew from the program ($\bar{x} = 0.6$ per program).

Among reporting doctoral-level programs, an average of 3 graduates per program ($n = 202$) were employed in schools, whereas an average of 0.7 graduates ($n = 45$) obtained employment as university faculty; while six remained unemployed ($\bar{x} = 0.1$ per program). An additional 15 students exited the program due to inadequate performance ($\bar{x} = 0.2$ per program), and 47 students withdrew from the program ($\bar{x} = 0.6$ per program).

In an effort to have an estimate of the total graduate student and employment outcomes across the country during the 2017–2018 academic year, these data were extrapolated from available information in each of these domains (see Table 5). The extrapolation required multiplying the averages from each individual domain by all known active school psychology programs in the United States by degree program (222 specialist level; 102 doctoral programs). Based on this analysis, an estimated 2,282 new graduates gained employment in the schools; among them, 1,976 were from specialist-level programs, and 306 were from doctoral-level programs. An estimated 93 graduates gained employment as faculty, with 71 coming from doctoral-level programs. An estimated 32 graduates were not employed after graduation. Finally, an estimated 89 students transferred from a specialist-level to a doctoral-level program, 87 students (67 specialist-level, 20 doctoral) exited the program due to inadequate performance, and an estimated 194 students withdrew.

DISCUSSION

Data reported in the 2017–2018 academic year includes information on program credit hour requirements, financial support, enrollment status, internship placement, and student outcomes. As noted in previous reports (Gadke et al., 2016, 2017, 2018), there continues to be a wide range in credit hour requirements for both specialist-level (50–104 hours) and doctoral-level programs (48–145 hours). This variance could be due to a number of reasons, which have been discussed in previous reports. First, programs that report requiring hours in the lower range may accept credit for previous graduate education experiences. For example, doctoral students may be exempt from graduate coursework completed in a previous specialist-level school psychology program or a degree in a related discipline. Furthermore, some institutions that have both specialist-level and doctoral-level programs may have reported the range across both programs rather than responding specifically for each degree type. Finally, it's likely that required hours for practica and internship account for significant differences among programs. Nevertheless, there is significant variability in the reported number of credit hours, which may have implications for students pursuing the degree in terms of time and cost.

Rossen and von der Embse (2014) analyzed credit hour data from 1982, 1988, and 1997. Specialist programs reported an average of 63, 66, and 68 required credit hours, while doctoral programs reported 91, 101, and 106 required credit hours, respectively, during those years. The current data indicate an increase in the number of credit hours required by specialist-level programs (reporting an average of 69.9 hours) but a decrease in the number of hours required by doctoral programs (reporting an average of 102.5 hours). Relative to the last three reporting years (i.e., Gadke et al., 2016, 2017, 2018), there has been

little change in average total credit hours for specialist-level programs. For doctoral-level programs, there has been little change in total credit hours since the 2016–2017 reporting.

The available data suggest that many students in both doctoral- and specialist-level programs maintain funding throughout graduate school. According to the survey, this support included any type of financial aid, including federal student financial aid, or graduate/teaching assistantships. These data have remained relatively consistent throughout previous annual reports, suggesting financial support remains viable for students across programs.

As reported in previous years, female students continue to vastly outnumber males in terms of enrollment, comprising 86% of the total enrollment across specialist-level and doctoral-level programs. Consistent with previous years, males make up approximately 13% of specialist programs and 16% of doctoral programs. These data remain consistent with those from the school psychology workforce (Walcott & Hyson, 2018). Furthermore, 29% of students across specialist and doctoral programs were reported to be of minority status, a similar percentage as the previous report. This number continues to exceed the estimated diversity within the workforce, with only 13% of school psychologists identifying as minority (Walcott & Hyson, 2018).

Doctoral programs reported a decrease in both applicants and students accepted for the 2017–2018 school year when compared to 2016–2017, whereas specialist-level programs reported relatively similar figures from the previous year. Specifically, doctoral programs reported an average of 30.5 applicants per program in 2017–2018 (compared to 35.3 in 2016–2017); however, average offers of admission remain similar, with an average of 9 applicants receiving an offer of admission per program compared to 10 in 2016–2017. Notably, caution is warranted when attempting to use applicant data to identify total applicants in a given year; a single applicant may apply to numerous programs and would be counted each time as a separate applicant.

Continuous and concerted efforts to identify and link qualified students to open positions in school psychology graduate programs are crucial given the critical shortages within school psychology. As programs, on average, offer admission to far less than half of the applicants, it is unclear whether some of these students who are not admitted, yet would otherwise successfully complete a school psychology program, apply again the following year or select a different career path. Efforts such as the 2nd Round Candidate Match (<https://www.nasponline.org/about-school-psychology/becoming-a-school-psychologist/2nd-round-candidate-match>), which provides a list of programs with remaining openings following the standard admission cycle, is one step to provide this bridge for prospective students.

Not surprisingly, the data continue to suggest that almost all specialist-level students (99.5 %) complete their internships in a school setting; however, doctoral internships are much more varied. Approximately half of doctoral students complete their internships entirely within a school setting, and another 20% spend part of their internship year within the schools. Nearly a third (32.2%) reported completing the entirety of their internship in settings outside of the schools. Doctoral students completing internships in a setting accredited by the American Psychological Association (APA) were up from 33% in 2016–2017 to 42% in the current year. A total of only 3.5% of students were in settings that did not meet APPIC or CDSPP criteria, a decrease from 16.3% the previous year.

Finally, we report estimates of employment outcomes among the programs' most recent graduates. Among specialist-level graduates, an estimated 90% obtained employment in schools—compared to only 60% of doctoral graduates working in schools. An estimated 2,282 graduates therefore entered employment in schools, which provides an important benchmark for the field's ability to fill vacant

positions. This analysis did not obtain data regarding geographic placement. Of note, an estimated 281 students (or approximately 3% of total enrolled students) left their programs due to inadequate academic performance or withdrawal from the program. Future research could potentially identify the factors that contribute to withdrawal (e.g., cost, goodness of fit, disputes or conflicts within the program) in efforts to help reduce that number even further.

Consistent with previous years, not all program coordinators responded to the survey or completed it in its entirety; therefore, an extrapolation method was necessary to generate data estimates for all school psychology graduate programs. According to this year's estimates, overall enrollment has increased from 6,827 (2015–2016) to 7,118 (2016–2017) to 7,326 (2017–2018) students in specialist programs. In contrast, estimated doctoral program enrollment has dropped from 3,091 in 2016–2017 to 2,795 in 2017–2018. Specialist-level programs also had estimated increases in the number of first-year and minority students, yet decreases in male students and graduates relative to the previous year. Doctoral programs increased the number of minority students, though experienced decreases in first-year students, males, and graduates when compared to the previous year.

LIMITATIONS

These data, while only presenting an overview of the current status of graduate preparation in school psychology, should be interpreted with caution due to several limitations.

The greatest limitation continues to be associated with reporting methods. Programs were inconsistent regarding how they reported certain data. For example, when some programs wanted to report “0” or “no” they actually wrote those items in the response block; however, it appeared that some programs simply left items blank to reflect “0” and “no.” This made it impossible to decipher among those responding in the negative, and those simply not responding for certain survey items. In a similar vein, some programs left out whole sections of data or only partially completed specific items. Similar to previous years, if data were missing or appeared to be reported in error, those data were removed from the final data set in an effort to minimize inaccuracies. Unfortunately, this resulted in an incomplete representation of all the current programs, which the authors tried to rectify by extrapolating data to obtain estimates for the field. Finally, given that these data are available to the public at the program level, it is possible that some coordinators did not report certain data that would potentially reflect poorly on their program, leading to the potential for selection bias.

The NASP Graduate Education Database serves as a valuable resource to school psychology. In particular, addressing shortages in school psychology is one of NASP's key initiatives. In order to address these current and anticipated shortages effectively, it is essential to have accurate data about school psychology programs and graduates that can be tracked over time. It is crucial that faculty participate in the ongoing data reporting in order to maintain accurate data to help target strategies to address the current shortage, develop strategies to ensure the security of the profession, and evaluate progress over time.

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