

**Oklahoma State University**  
**Assessment Plan**  
**School of Applied Health and Educational Psychology**  
**School Psychology Ed.S.**  
**Revised 12-2000**

**1. Name of Program:**

School Psychology

**2. Degree Programs:**

Ed.S. in School Psychology

**3. Mission, goals, and/or objectives of the graduate program:**

The purpose of the NASP-approved specialist program in school psychology at OSU is to prepare professionals to provide psychological services to children, teachers, and parents within a school setting. OSU's program particularly emphasizes the *Science-Based Child/Learner Success* model. The program model is consistent with the academic, research, and service mission of the university and college and the science-based practitioner model of the School of Applied Health and Educational Psychology. The program fulfills the NASP standards for training of school psychologists and the Oklahoma State Department of Education requirements for certification as a school psychologist. Successful completion of this program leads to eligibility for certification by the Oklahoma State Department of Education as a school psychologist and also for the National Certification in School Psychology (NCSP) established by NASP.

OSU School Psychology Program:  
Competency Areas for Specialist-level School Psychologists

Students in the OSU school psychology program are trained in a broad array of psychological and educational foundations, and applied skills and will achieve competencies in the following broad areas. Competencies are developed through coursework, practica and internship experiences, research, and mentoring by the faculty. Graduates of OSU's program are prepared to engage in expanded role functioning in the schools. This includes engaging in assessment for problem solving as well as diagnosis, consultation, and intervention

1. Adoption of overarching professional identity as a school psychologist: Science-Based Child Success Orientation
2. Knowledge, Comprehension, and Applications of Psychological Foundations
3. Knowledge of Educational Foundations Relevant to the Practice of School Psychology
4. Comprehension, Application and Evaluation of Professional School Psychology Theory and Practice
5. Analysis, Synthesis, Evaluation and Professional Application of Empirically-Based Prevention and Intervention techniques at the System, Group, and Individual Level:

- (a) assessment
- (b) intervention
- (c) consultation
- (d) applied research

#### 4. Define the expected student outcomes for the degree program(s):

The specific Ed.S. program competency outcomes are presented below.

- Adoption of the science-based child success orientation to theory, research and practice:
- Broad-based knowledge, comprehension and application of psychological foundations
- Knowledge of educational foundations relevant to practice of school psychology
- Comprehension, application, and evaluation of professional school psychology theory and practice
- Analysis, synthesis, evaluation, and professional application of empirically-based prevention and intervention techniques at the system, group and individual level.

#### **Broad-Based outcome goals for OSU Ed.S. Graduates include:**

<u>GOAL</u>	<u>DOCUMENTATION</u>
Socialization into program	Meetings, advising, social gatherings, annual evaluation, research team involvement
Professional identity with SBCS model	Professional goal statements, Intro to School Psychology examinations, practicum portfolios, annual evaluation, comprehensive exam
Sufficient psychological and educational psychology foundations	Grades in foundation coursework, annual evaluation, comprehensive exam
Development of professional practice knowledge, skills and integration, including legal and ethical issues and respect for cultural diversity	Grades in professional coursework; annual evaluation; comprehensive exam; practica placement, portfolios and evaluations; successful completion of internship
Research involvement and products	Publications and presentations, thesis, research

	teams
Professional and community involvement	Membership in professional associations APA, NASP, OPA, OSPA, volunteer work
School psychology certification, NCSP	Successful completion of requirements
Timely completion of degree	Time to degree, annual evaluations of progress, faculty monitoring
Appropriate & successful employment 1. Schools and/or 2. Agencies/treatment facilities	Employment setting and satisfaction

### **5. Methods to Assess Ph.D. program and Ed.S. program Outcomes:**

The data collection procedure is multifaceted.

- Compile NASP program evaluation data yearly
- Determination of rates of program completion yearly
- Determination of student grades received in classes yearly
- Determination of numbers/percentages of successfully completing the comprehensive examinations yearly
- Determine numbers/percentages of students successfully completing dissertation/thesis/creative component or report yearly.
- Surveys of students and external supervisors. Surveys will be conducted in classes, by mail, and by email; surveys will be conducted in classes (following the university schedule), mid-program Or yearly), at the end of the program, and at six months and five year intervals.
- Conduct annual student evaluations of progress in program

### **6. Identify how assessment results will be integrated into the curriculum planning and program Improvement**

Use of Data to Improve Program: It is expected that information developed will be used by program area faculty to identify areas of strength and weakness within the program. These data will be used to change the teaching process and the content where necessary. Aggregate information will also be used to monitor student's progress through the programs, particularly looking at student participation in research teams, practical performance, internship participation, etc. Data will also be used for recruitment by highlighting strengths in the programs.