

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Educational Specialist in
Education – option School
Psychology

Ed.S.

Degree-granting academic unit **School of Applied Health and Educational Psychology**
(Name) (Cost Center)

CIP code 1 3 1 1 0 1

HEGIS code 0 8 2 6

Instructional Program code 2 3 6 7

Name of department head Dr. Al Carlozzi.

Program holds specialized accreditation from National Association of School Psychologist (NASP).

Name and title of contact person: Terry A. Stinnett, Ph.D., Professor & Program Coordinator Ed.S. program.

Date of Institutional Governing Board Review _____

President _____ Date: _____

(Signature)

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Specialist in Education – option
School Psychology

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Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

Description of review process:

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Terry Stinnett prepared the review documents, manages the annual assessment process, and prepared the self-study for continuing accreditation through the NASP. Data from multiple sources were gathered with multiple methods over time to monitor the program quality, vitality, and accomplishment of its objectives. The program is nationally recognized for its high quality through the National Association of School Psychologists Program Approval Board, and the Oklahoma Commission for Teacher Preparation. Graduates of the program, current student in the program, and practica and internship supervisors have reported high satisfaction with the training of OSU school psychology students. There is an excellent match among the program objectives and the outcomes for its graduates, who have 100% employment in the profession with a high percentage of the graduates receiving the highest level of credential possible for school psychologists from State Departments of Education and NASP National Certification Board.

The program is one of 3 in the OSU College of Education with identifiable cohorts of fulltime students who matriculate through the program within the expected timeframe established by the program faculty. The program faculty and students continue to contribute significantly to the missions of the University, College of Education, School of Applied Health and Educational Psychology through research, teaching, and outreach to the citizens of Oklahoma and the United States. The program has an ongoing need for more faculty fte to ensure that quality clinical and research supervision and production can continue at their current levels, for adequate research space and offices for fulltime graduate teaching and research assistants, and higher levels of assistantship funding for its students.

Program objectives:

The purpose of the 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 (SBCS) model. All children and youth have the right to be successful. Success refers not only to the accomplishment of immediate goals, but includes long-range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who assist children, families, teachers and others to be successful. The SBCS orientation focuses on prevention and intervention services related to the psycho-educational and mental health needs of children and youth. 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.

The SBCS orientation is applied to primary preventative services, as well as secondary and tertiary problem solving activities. Preventative services emphasize an ecological approach within the various settings that address child mental health needs. Groups and systems, as well as individual children, might be the focus of these services. A proactive focus on positive mental health and wellness, derived from the scientific knowledge base, is valued. In addition to primary prevention, problem solving at the secondary and tertiary levels emphasizes use of empirical data collected from multiple sources and methods to form and test hypotheses related to school and child problems. It is recognized that collection of ecologically

valid assessment and diagnostic data is a critical step in the problem-solving process. Environmental and within-child variables are examined, and hypotheses are confirmed or revised to guide decision-making and intervention planning. Problem solving is viewed as a collaborative process involving the child, family, and various educational and community professionals. student outcomes assessment, and program recommendations

Student outcomes assessment:

Assessment results indicate particular strength areas for the program graduates include: the development of professional practice knowledge, skills and integration, including legal and ethical issues and respect for cultural diversity with 100% of program graduates achieving above average scores on the ETS Praxis II Exam; 100% successful employment of graduates in public schools in Oklahoma and other states in the US such as Nebraska, Ohio, South Carolina, Colorado, and Texas; and a 100% pass rate psychological and educational psychology foundations as measured by course grades and Praxis II exam scores.

Recommendations for Action:

- Sustain student recruitment efforts
- Evaluate web-based portfolio assessment tools
- Pursue additional grant opportunities
- Implement school psychology 5 year strategic plan.

Dean *Pamela Fry* Date 3-14-05
(Signature)

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OVERVIEW

A. Description of the Departmental/Program Review Process (Briefly describe how the review was conducted and who was involved)

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Terry Stinnett prepared the review documents, manages the annual assessment process, and prepared the self-study for continuing accreditation through the NASP. This self-study process served as a major source for information to be included in this program review. All faculty in School Psychology, specialist students in the program, and numerous professionals in the discipline participated in preparation of the self-study and the resulting program review.

B. Recommendations from Previous Program Reviews. (Discuss actions taken to address the recommendations of program faculty from the last program review.)

NONE. The Ed.S. – Option in School Psychology degree program was developed and established in 1998.

CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs (List each degree option, its clientele, objectives, and expected student outcomes. For program clientele, briefly describe the students in the program, e.g., are they primarily full-time traditional college-age students in Stillwater or part-time nontraditional students in Tulsa? Expected student outcomes for the degree program are described in the program's Student Outcomes Assessment Plan)

Degree Program: Ed.S. – Option in School Psychology

Program Clientele: Students in the program are all enrolled full-time for between 9 -14 graduate credit hours per semester. These students typically are traditional college-aged young people who have recently received their Bachelor's degree programs from universities in Oklahoma. The majority of these students are resident in Stillwater, Oklahoma.

Program Objectives:

The purpose of the 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 (SBCS) model. Our philosophy is that all children and youth have the right to be successful. Success refers not only to the accomplishment of immediate goals, but includes long-range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are

important agents who assist children, families, teachers and others to be successful. The SBCS orientation focuses on prevention and intervention services related to the psycho-educational and mental health needs of children and youth. 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.

The SBCS orientation is applied to primary preventative services, as well as secondary and tertiary problem solving activities. Preventative services emphasize an ecological approach within the various settings that address child mental health needs. Groups and systems, as well as individual children, might be the focus of these services. A proactive focus on positive mental health and wellness, derived from the scientific knowledge base, is valued. In addition to primary prevention, problem solving at the secondary and tertiary levels emphasizes use of empirical data collected from multiple sources and methods to form and test hypotheses related to school and child problems. It is recognized that collection of ecologically valid assessment and diagnostic data is a critical step in the problem-solving process. Environmental and within-child variables are examined, and hypotheses are confirmed or revised to guide decision-making and intervention planning. Problem solving is viewed as a collaborative process involving the child, family, and various educational and community professionals.

Expected Student Outcomes:

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.

I. Broad-based knowledge, evaluation and application of general psychological and professional practice foundations.

1. Knowledge, application, and evaluation of research.
2. Research design and Statistical knowledge.
3. Research design and application.
4. Broad-based knowledge, comprehension and application of psychological foundations that constitutes current knowledge in the field.
 - a. History, systems and future of psychology as a discipline.
 - b. Effective and diverse social and cultural organizations, including community and family systems.
 - c. Biological aspects of behavior.
 - d. Cognitive/Affective Aspects of Behavior.
 - e. Human Development and Individual Differences.
 - f. Education Service Delivery; Instructional systems design.
5. Comprehension, application, and evaluation of professional school psychology theory and practice, as well as professional standards.
 - a. Adoption of the Science-Based Learner Success Orientation to Theory, Research and Practice.
 - b. Interpersonal and professional disposition relevant to school

- psychology practice.
- c. The history and future direction of professional school psychology, and role and service delivery models.
- d. Legal/ethical issues, and professional standards.
- e. Technology.

II. School Psychology Professional Practice Skills. School psychologists use their scientific, psychological, educational and professional theory and standards in the delivery of services in the major professional practice areas of assessment for diagnosis and intervention, consultation and supervision, and direct intervention/psychotherapy.

1. Assessment for diagnosis and intervention planning, implementation and evaluation.
2. Consultative prevention, intervention and supervision; evaluation of efficacy of interventions.
3. Direct interventions; evaluating the efficacy of interventions.
4. Development of skills in specialty area; life-long learning.

B. *Linkage of the Program to Institution's Mission (Use the mission "Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities" or the final version of the OSU mission).*

The mission of the College of Education

The College of Education, a community of scholars, prepares and develops professionals who facilitate life long learning and enrich quality of life for individuals in diverse settings. The college leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach.

The mission of the School of Applied Health and Educational Psychology

The School of Applied Health and Educational Psychology fosters the development, integration, and application of knowledge, theory, skills, and experiences to promote social, physical, psychological, educational, and environmental health.

The mission of the program in School Psychology

As a land grant institution, OSU strives to address needs in our state through excellence in research and development, exemplary teaching, and broad-based service to its citizens. The program in *School Psychology* promotes the mission through research, teaching, and service to the citizens of Oklahoma and the United States. The recognized entry level into this exciting and rewarding profession by the National Association of School Psychologists (NASP) is the specialist level. NASP, with over 20,000 members across the nation, represents the majority of school psychologists in the United States and has developed training standards, ethical guidelines, and has been instrumental in developing other aspects of the profession. The Oklahoma State Department of Education

has adopted the NASP training standards as their standard for certification as a school psychologist and entry into the profession. The school psychology specialist program at OSU is NASP approved. NASP is the National Council on Accreditation of Teacher Education (NCATE) constituent for school psychology, which is an important accreditation for programs that train professionals who will work in educational settings. 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. Because of the high quality training and standards of the program, successful completion of this degree program will also guarantee the student eligibility for school psychologist certification in every state in the nation.

Consistency with the Professional Education Unit

The specialist program in school psychology, as part of the Professional Education Unit at OSU, prepares 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. Our philosophy is that all children and youth have the right to be successful. Success refers not only to accomplishment of immediate goals but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who assist children, families, teachers and others to be successful. The SBC/LS orientation focuses on prevention and intervention services related to the psychoeducational and mental health needs of children and youth. 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. The program is Fully Approved by the NASP, which is the accrediting Specialized Professional Association for National council for Accreditation of Teacher Education (NCATE) for school psychology programs.

The program further supports the mission through its specific objectives described as follows:

The program in school psychology shares in the mission of the Oklahoma State University, College of Education, and School of Applied Health and Educational Psychology. The program exposes students to theories in psychology and education, develops their skills in psycho-educational assessment, consultation, intervention and provides them with basic tools to evaluate and engage in research expected for persons who will enter the job market as school psychologists. There is a strong emphasis on the development and integration of empirically based methods that are derived from the research literature and that are relevant for those who will be mental health service providers in educational settings.

CRITERION II
Program Curriculum and Structure

A. Program Structure (Attach copies of the current degree requirements sheet)

Sample Curriculum for the Specialist Degree

The OSU school psychology program includes course work and experiences which are intended to meet the competency areas outlined by the program model, NASP standards for training and field placement, and the State Department of Education guidelines for certification. All students must also be admitted to the Professional Education Unit by:

1. Having a valid provisional or standard early childhood, elementary, elementary-secondary, or secondary teaching certificate or
2. Gain experience in the schools which orients them to the educational process and to the organization and operation of the schools by completing an observation and participation practicum (EDUC 5910).

SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

Program Competency Areas OSU Department, Course Number & Name	Credit hours
I. Ed. Psych. & Psych. Foundations/Scientific	
A. Research & Data Analysis	
EPSY 5953 Elementary Statistics or UG equivalent	3
EPSY 6003 Analysis of Variance	3
EPSY 5013 Research Design & Methodology	3
EPSY 5000 Thesis	4 or 6
B. Social Aspects/Diversity	
PSYCH 6563 Advanced Social Psychology or SOC 6653 Seminar in Social Psychology	3
CPSY 5503 Multicultural Counseling or SPED 5993 Diversity in Special Education	3
C. Biological Aspects of Behavior	
EPSY 6143 Intro to Developmental Psychopharmacology	3
D. Cognitive/Affective Aspects of Behavior	
EPSY 5463 Psychology of Learning or EPSY 5213 Advanced Educational Psychology	3
E. Human Development/Individual Differences & Disabilities	
EPSY 5103 Human Development	3

EPSY 5113 Child Psychopathology	3
F. Education Service Delivery	
Practicum/Internship	
EDUC 5910 Field Experiences in Ed (Observation Practicum) or teaching certificate	2
EPSY 5210 Shadow Practicum (120 hours across 2 semesters)	2, 2
EPSY 5510 School Based Practicum (600 hours across 2 semesters)	3, 3
EPSY 6210 Ed.S. Internship (1200 – 1500 hours)	3,3
G. School Psychology Professional Standards	
EPSY 5023 Intro to School Psych Services	3
H. Assessment for Intervention/Measurement	
CIED 5463 Reading Assess & Instruction or CIED 5473 Reading & Writing Difficulties	3
EPSY 5793 Intellectual Assessment of Children and Youth	3
EPSY 5803 Adv Intellectual Assessment	3
EPSY 6113 Child Personality Assessment	3
I. Consultation/Prevention/Intervention/Program Evaluation	
EPSY 6323 Psychological Consultation	3
EPSY 6333 Instructional Consultation	3
EPSY 5320 Applied Behavioral Analysis	3
EPSY 6343 Behavioral Consultation	3
EPSY 5503 Crisis Intervention & Emergency Action in Schools	3
J. Direct Service/Psychotherapy	
EPSY 6033 Psychotherapy for Children & Adolescents	3
SPED 5643 Counseling Parents of Exceptional Children or approved Special Education course	3

Distance Education (List the courses offered by electronic or other distance delivery methods)

EPSY 5463 is available on-line.

Articulation Agreement (Identify the articulation (2+2) agreements the program has with community colleges)

None

Multidisciplinary programs (Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)

NA

CRITERION III
Program Resources

New facilities and major equipment (Describe major changes in facilities and major equipment added in the past 5 years)

None

Academic and administrative efficiencies (In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)

The Ed.S. in Education - option School Psychology is embedded in the Ph.D. in Educational Psychology - option in School Psychology. This ensures there is no duplication of content, coursework, or competencies as student pursue their degrees. The core school psychology faculty are responsible for these degree programs, which maximizes the efficiency of program delivery with the most effective use of faculty resources. The Ed.S. in Education – option in School Psychology prepares students for certification as school psychologists by State Departments of Education and is the recognized entry level for school psychology across the Nation.

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. (Describe the changes in external funding during the past 5 years.)

See Appendix A

CRITERION IV
Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)

See Ledger Below

B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)

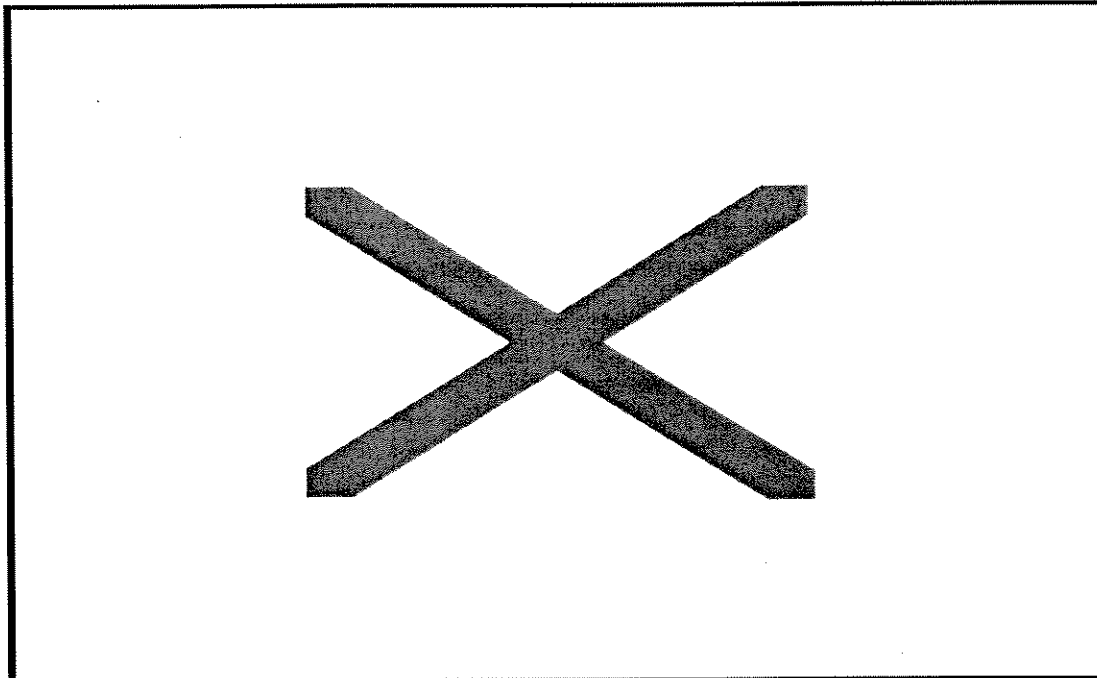
See Ledger Below

C. *5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. (Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education*

See Ledger Below

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
APP HLTH/ED PSYCH**

Fall Semester	Year					Change					
	2000	2001	2002	2003	2004	Amount	Percent				
Student Information											
Headcount											
Undergraduate	306	338	407	463	541	235	76.8%				
Graduate	304	298	301	276	312	8	2.6%				
Professional	0	0	0	0	0	0	-				
Total	610	636	708	739	853	243	39.8%				
Minority	114	129	146	154	179	65	57.0%				
Non-minority	496	507	562	585	674	178	35.9%				
Entry Information											
ACT Average	22.61	21.76	22.68	23.31	23.2	0.59	2.6%				
ACT 25th - 75th Percentile	21-24	20-23	19-25	21-26	22-26						
Top 10% High Sch. Class(%)	22.6%	18.2%	19.0%	32.9%	17.9%		-4.7%				
Retention/Graduation Rates											
No. of Full-time Semesters	0	9.2	8.4	9.2	9.1	-0.1	-1.1%				
Semester Credit Hours - State											
Funded	5,869	6,280	6,808	7,592	7,580	1,711	29.2%				
Undergraduate	1,843	1,654	1,874	2,067	2,019	176	9.5%				
Graduate	0	0	0	0	0	0	-				
Professional	0	0	0	0	0	0	-				
Total	7,712	7,934	8,682	9,659	9,599	1,887	24.5%				
Number of Lecture Classes Taught, Avg Class Size											
	Number	Avg	Number	Avg	Number	Avg	Number	Avg			
Undergraduate	79	28.0	80	29.3	82	30.0	88	29.9			
Graduate/Professional	30	14.0	30	15.0	33	16.0	36	23.0			
All Student	109	24.1	110	25.4	115	26.0	124	27.9			
Class Size											
% of Classes < 20	40.4%	39.1%	39.1%	39.2%	37.1%		-3.3%				
% of Classes > 50	1.8%	4.5%	4.3%	4.8%	7.3%		5.4%				
OSU-Tulsa											
Headcount	65	48	49	76	132	67	103.1%				
Student Credit Hours	394	272	255	447	872	478	121.3%				
NOC Gateway Program											
Headcount	0	0	0	3	8	8	-				
Student Credit Hours	0	0	0	9	27	27	-				
Faculty Information											
Instructional-FTE											
Professor-Lecturer	32.52	33.32	33.25	33.43	38.16	5.64	17.3%				
Graduate Assistant	16.76	20.25	20.75	19.12	27.39	10.63	63.4%				
Total	49.28	53.57	54.00	52.55	65.55	16.27	33.0%				
Headcount											
Professor-Lecturer	42	43	38	41	52	10	23.8%				
Minority	4	3	2	3	1	-3	-75.0%				
Tenured/Tenure Track	42	47	47	44	45	3	12.5%				
Tenured	18	19	17	16	16	-2	-11.1%				
% Tenured	42.9%	40.4%	36.2%	57.1%	35.6%		-7.3%				
% of Faculty Full - Time	85.7%	87.4%	93.0%	87.9%	82.8%		-3.0%				
Student Faculty Ratio	14.8	15.0	17.7	18.7	18.3	3.5	23.7%				
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)											
	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	
Professor	\$60,593	\$71,116	\$62,529	\$74,362	\$61,206	\$76,895	\$63,445	\$73,315	\$67,288	\$6,695	11.0%
Associate	\$50,567	\$54,955	\$53,611	\$57,594	\$54,030	\$59,835	\$52,835	\$56,691	\$58,193	\$7,626	15.1%
Assistant	\$42,190	\$44,544	\$44,239	\$45,798	\$44,038	\$47,333	\$44,088	\$46,036	\$46,359	\$4,169	9.9%
Classes Taught by											
Tenured/Tenure Track											
% Lower Div. Classes	33%	12%	13%	9%	9%						-24.00%
% Undergrad. Classes	47%	29%	27%	27%	75%						28.00%



Academic Year	Type	EPSY Lower Division	EPSY Upper Division	EPSY Master's	EPSY Doctoral	Total
99-00	OSU	0	1272	755	475	
99-00	Tulsa	0	0	510	33	
99-00	Extension	0	0	20	0	
99-00	Total	0	1272	1285	508	3065
00-01	OSU	0	1387	592	495	
00-01	Tulsa	0	0	371	25	
00-01	Extension	0	0	8	0	
00-01	Total	0	1387	971	520	2878
01-02	OSU	0	1488	610	529	
01-02	Tulsa	0	0	295	47	
01-02	Extension	0	0	150	33	
01-02	Total	0	1488	1055	609	3152
02-03	OSU	207	1407	460	626	
02-03	Tulsa	0	0	416	39	
02-03	Extension	99	717	457	66	
02-03	Total	306	2124	1333	731	4494
03-04	OSU	663	2265	646	539	
03-04	Tulsa	0	0	724	207	
03-04	Extension	0	144	67	18	
03-04	Total	663	2409	1437	764	5273

2001-02		<u>HEAD</u>	<u>CREDIT</u>
Duhon	Total	33	92
Oehler	Total	66	193
Stinnett	Total	80	250
	GRAND	179	535
	Ratio Faculty/student	59.66667	
2002-03		<u>HEAD</u>	<u>CREDIT</u>
Duhon	Total	90	262
Mesmer	Total	26	78
Oehler	Total	44	122
Stinnett	Total	118	335
	GRAND	278	797
	Ratio Faculty/student	69.5	
2003-04		<u>HEAD</u>	<u>CREDIT</u>
Duhon	Total	38	103
Mesmer	Total	35	95
Oehler	Total	47	137
Stinnett	Total	97	268
	GRAND	217	603
	Ratio Faculty/student	54.25	
	SUM	674	1935

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Students in Ed.S. Program	11	11	18	15	18
Number of Degrees Awarded	2		4	3	4

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

CRITERION V
Quality

A. Program faculty qualifications

<u>Name</u>	<u>Faculty Status</u>	<u>Faculty FTE in program</u>	<u>Degrees Earned</u>	<u>Related Work Experience</u>
Duhon, Gary J.	Assistant Professor	100%	Ph.D.	School Psychologist, Post -Doctoral Clinician for Licensure through OK Board of Examiners of Psychologists
Mesmer, Eric	Assistant Professor	100%	Ph.D.	School Psychologist, Nationally Certified School Psychologist, Post -Doctoral Clinician for Licensure through OK Board of Examiners of Psychologists
Oehler-Stinnett, Judy	Associate Professor	100%	Ph.D.	School Psychologist, Nationally Certified School Psychologist, Licensed Health Service Psychologist through OK Board of Examiners of Psychologists, Supervising Psychologist of Post Doctoral Clinicians for Licensure
Stinnett, Terry A.	Professor	100%	Ph.D.	School Psychologist, Nationally Certified School Psychologist, Licensed Health Service Psychologist through OK Board of Examiners of Psychologists, Supervising Psychologist of Post Doctoral Clinicians for

B. Evidence of regional / national reputation and ranking

NASP-Approved Graduate Programs in School Psychology

NASP is the highest level of national accreditation that can be awarded to non-doctoral level training programs. The Oklahoma Commission for Teacher Preparation entered into a partnership with the NASP to review and accredit school psychology programs in Oklahoma. The OCTP indicated that only NASP-approved programs would be granted state approval. OSU has the only NASP approved programs in the state of Oklahoma.

As part of its efforts to assure high quality school psychology training and services, the National Association of School Psychologists (NASP) reviews school psychology specialist and doctoral programs and approves those programs which

evidence consistency with NASP standards. NASP is a constituent member of the National Council for Accreditation of Teacher Education (NCATE) and conducts program reviews as a part of the NCATE unit or institutional accreditation process. In order to provide all programs with access to the NASP review process and potentially to national approval, NASP also conducts reviews independent of NCATE. NCATE accredits units (e.g., colleges of Education), not programs, but does provide “national recognition” status to NASP-approved programs located in units accredited by NCATE. A graduate of a NASP approved program is automatically eligible to become a nationally certified school psychologist (NCSP) pending documentation of an internship consistent with NASP standards and attainment of a passing score on the national school psychology (PRAXIS II) examination administered by Educational Testing Service. For more information regarding program approval, please see the NASP website (www.nasponline.org) or contact the Chair of the NASP Program Approval Board, Dr. Joe Prus (phone: 803-323-2341; e-mail: prusj@winthrop.edu). The following school psychology programs had been approved by the National Association of School Psychologists as of **June 30, 2004**. The approved programs are listed alphabetically by state, then alphabetically by program within states. The following key should be used in examining this list.

Key: Program Level, SL=Specialist Level and DL=Doctoral Level

The approval status of the program as of the effective date of this list and the year in which the program’s initial approval became or will become effective are indicated after program level.

Alabama

University of Alabama
SL-Full, 1989; DL-Full, 1989

Arizona

Arizona State University
DL-Full, 1991
Northern Arizona University
SL-Full, 1991; DL-Full, 1998
University of Arizona
DL-Full, 1991

Arkansas

University of Central Arkansas
SL-Full, 1994

California

California State University- Chico
SL-Full, 1998
California State University-Fresno
SL-Conditional, 1994
California State University-Hayward
SL-Full, 1994
California State University-Los Angeles
SL-Full, 1993
California State University-Northridge
SL-Full, 2005
California State University- Sacramento
SL-Full, 2001
Humboldt State University
SL-Full, 1996
San Diego State University
SL-Full, 1989
San Francisco State University
SL-Full, 1988
University of California- Santa Barbara
SL-Full, 1998

Colorado

University of Colorado-Denver
SL-Conditional, 1993
University of Northern Colorado
SL-Full, 1990; DL-Full, 1990

Connecticut

Southern Connecticut State University

SL-Full, 1997
University of Connecticut
SL-Full, 1991; DL-Full, 1991
University of Hartford
SL-Full, 1999
Delaware
University of Delaware
SL-Full, 1994
District of Columbia
Gallaudet University
SL-Full, 1991
Florida
Barry University
SL-Full, 2001
University of Central Florida
SL-Full, 1989
University of Florida
SL-Full, 1989; DL-Full, 1989
University of South Florida
SL-Full, 1988; DL-Full, 1988
Georgia
Georgia State University
DL-Full, 1988
University of Georgia
DL-Full, 1988
Valdosta State University
SL-Full, 1988
Idaho
University of Idaho
SL-Full, 1999
Illinois
Eastern Illinois University
SL-Full, 1994
Governors State University
SL-Full, 1997
Illinois State University
SL-Full, 1990; DL-Full, 1998
Loyola University- Chicago
SL-Full, 2000; DL-Conditional, 2003
National-Louis University
SL-Full, 1995
Northern Illinois University
SL-Full, 1992

Southern Illinois University
SL-Full, 1999
Western Illinois University
SL-Full, 1995
Indiana
Ball State University
SL-Full, 1991; DL-Full, 1991
Indiana University
SL-Full, 1993; DL-Full, 1994
Indiana State University
SL-Full, 1996; DL-Full, 1991
Iowa
University of Iowa
DL-Full, 1992
University of Northern Iowa
SL-Full, 1995
Kansas
Emporia State University
SL-Conditional, 2002
University of Kansas
SL-Conditional, 1994; DL-Full, 1999
Wichita State University
SL-Full, 1996
Kentucky
Eastern Kentucky University
SL-Full, 1994
University of Kentucky
SL-Full, 1989; DL-Full, 1989
Western Kentucky University
SL-Conditional, 1993
Louisiana
Louisiana State University
DL-Full, 2003
Louisiana State University-Shreveport
SL-Full, 1994
Nicholls State University

SL-Full, 1989
University of Louisiana -Monroe
SL-Conditional, 1991
Maine
University of Southern Maine
SL-Full, 1994
Maryland
Towson State University
SL-Full, 2001
University of Maryland-College Park
SL-Full, 1988; DL-Full, 1988
Massachusetts
Northeastern University
SL-Full, 1994
Tufts University
SL-Full, 1994
University of Massachusetts-Amherst
SL-Full, 2000; DL-Full, 1988
University of Massachusetts-Boston
SL-Full, 1991
Michigan
Andrews University
SL-Conditional, 2003
Central Michigan University
SL-Full, 1990; DL-Full, 1996
Michigan State University
DL-Full, 1992
Western Michigan
SL-Full, 1988*
Minnesota
Minnesota State University Moorhead
SL-Full, 1988
University of Minnesota
SL-Full, 1992; DL-Full, 1992
Mississippi
Mississippi State University
SL-Full, 1992; DL-Full, 1992
University of Southern Mississippi
DL-Full, 1989
Montana
University of Montana
SL-Full, 1994
Nebraska
University of Nebraska-Kearney
SL-Full, 1994
University of Nebraska-Lincoln
SL-Full, 1990; DL-Full, 1990
University of Nebraska-Omaha
SL-Full, 1995
Nevada
University of Nevada-Las Vegas
SL-Full, 1998
New Jersey
Kean University
SL-Full, 1999
Rowan University
SL-Full, 1994
New York
Alfred University
SL-Full, 1994
Columbia University
DL-Full, 2002
Fordham University-Lincoln Center
SL-Full, 1988; DL-Full, 1989
Hofstra University
DL-Full, 1993
New York University
DL-Full, 1992
Pace University
DL-Full, 1999

Queens Coll.-CUNY
SL-Full, 1995
Rochester Institute of Technology
SL-Full, 1994
St. John's University
SL-Full, 1999
State University of New York-Buffalo
SL-Conditional, 1994
State University of New York-Oswego
SL-Full, 1999
Yeshiva University
DL-Full, 1995
North Carolina
Appalachian State University
SL-Full, 1993
East Carolina University
SL-Full, 1996
North Carolina State University
DL-Full, 1989
University of North Carolina-Chapel Hill
SL-Full, 1988; DL-Full, 1988
Western Carolina University
SL-Full, 2001
North Dakota
Minot State University
SL-Full, 1998
Ohio
Bowling Green State University
SL-Full, 1992
Cleveland State University
SL-Full, 1994
John Carroll University
SL-Full, 1994
Kent State University
SL-Full, 1991; DL-Full, 1991
Miami University
SL-Full, 1990
Ohio State University
SL-Full, 1991; DL-Full, 1991
University of Cincinnati
SL-Full, 1991; DL-Full, 1991
University of Dayton
SL-Full, 1992
Oklahoma
Oklahoma State University
SL-Full, 1999; DL-Full, 1999
Oregon
Lewis & Clark College
SL-Full, 2001
University of Oregon
DL-Full, 1995
Pennsylvania
Duquesne University
SL-Full, 2001
Indiana University of Pennsylvania
SL-Full, 1992; DL-Full, 1995
Lehigh University
SL-Full, 1991; DL-Full, 1991
Millersville University of Pennsylvania
SL-Full, 1990
Pennsylvania State University
DL-Full, 1991
Temple University
SL-Full, 1999; DL-Full, 1992
Rhode Island
Rhode Island College
SL-Conditional, 2003
University of Rhode Island
SL-Full, 1991; DL-Full, 1991
South Carolina
The Citadel
SL-Full, 1988
Francis Marion University
SL-Full, 2001
University of South Carolina
DL-Full, 1990
Winthrop University
SL-Full, 1988
South Dakota
University of South Dakota

SL-Full, 2000

Tennessee

Middle Tennessee State University

SL-Full, 1991

University of Memphis

SL-Full, 1988

University of Tennessee-Knoxville

SL-Full, 1988; DL-Full, 1988

Texas

Abilene Christian University

SL-Full, 2003

Sam Houston State University

SL-Full, 2001

Southwest Texas State University

SL-Full, 1995

Texas A&M University

DL-Full, 1991

Texas Woman's University

SL-Full, 1995; DL-Full, 1994

Trinity University

SL-Full, 1996

University of Houston-Clear Lake

SL-Full, 1989

University of Texas-Austin

DL-Full, 1993

Utah

University of Utah

DL-Full, 1993

Utah State University

SL-Full, 1995

Virginia

College of William and Mary

SL-Full, 1991

George Mason University

SL-Full, 1992

James Madison University

SL-Full, 1991

Radford University

SL-Full, 1989

University of Virginia

DL (Ph.D.)-Full, 1989

Washington

Eastern Washington University

SL-Full, 2001

Central Washington University

SL-Full, 1989

Seattle University

SL-Full, 1998

University of Washington

SL-Full, 1998; DL-Full, 1995

Wisconsin

University of Wisconsin-Eau Claire

SL-Full, 1993

University of Wisconsin-LaCrosse

SL-Full, 1994

University of Wisconsin-Madison

DL-Full, 1992

University of Wisconsin-Milwaukee

DL-Full, 2000

University of Wisconsin-River Falls

SL-Full, 1991

University of Wisconsin-Stout

SL-Full, 1994

University of Wisconsin-Superior

SL-Full, 2000*

University of Wisconsin-Whitewater

SL-Full, 1995

* indicates program is not accepting applications.

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (Describe the changes in scholarly activity during the past 5 years.)

See Appendix B

D. Assessment of student achievement of expected learning outcomes for each degree program. Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Students assessed in Ed.S. Program	11	11	18	15	18
Number of Degrees Awarded	2		4	3	4

Note. All program outcomes are assessed annually. See table below for competencies.

Evidence is available for review through OSU Office of University Assessment.

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

Methods to Assess 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 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

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. (To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)

Assessment results indicate particular strength areas for the program graduates include: the development of professional practice knowledge, skills and integration, including legal and ethical issues and respect for cultural diversity with 100% of program graduates achieving above average scores on the ETS Praxis II Exam; 100% successful employment of graduates in public schools in Oklahoma and other states in the US such as Nebraska, Ohio, South Carolina, Colorado, and Texas; and a 100% pass rate psychological and educational psychology foundations as measured by course grades and Praxis II exam scores.

Student outcomes listed above were used to assess student progress through the program, satisfactory completion of course work, practica and research components of the program. Additionally, professional development in areas such as involvement with organizations, attendance at conferences, and teaching were evaluated. Students performed at an outstanding level, with the majority presenting at national conferences and performing above average in their course work. All of these data sources are additionally reported to the NASP accrediting body self-studies which occur for continuation of accreditation. The student self-evaluation form is particularly useful to gauge student perspective of their progress and also any suggestions for program modifications.

Uses of Assessment Results:

Annual assessment data are compiled by the program faculty and shared with the students individually by their advisors and by the whole faculty during the annual student evaluation reviews which occur in the fall semester. Students return feedback to the faculty in that meeting. The student group has established a formal School Psychology Graduate Association (SPGO) and there are two SPGO representatives to the faculty. The SPGO representatives attend the biweekly program meetings and express concerns or suggestions for program modification to the faculty in that venue. Feedback from the

SPGO has resulted in consideration of curriculum modification in the area of biological bases of behavior, social bases of behavior, and the educational foundations area. Also feedback from the students has resulted in revision and modification of the numerous rating forms with an effort being made to consolidate and simplify the forms (in progress).

Feedback from practicum and internship supervisors has been summarized and used to improve instruction of skill in the area of professional practice. For example last year a shadow practicum was added (EPSY 5210) so that 2nd year students could be exposed to field based experiences earlier in their program. This year two courses (EPSY 6333 Instructional Assessment and Consultation and EPSY 6343 Behavioral Assessment) which are taken concurrently by the students who are in EPSY 5210, had required field experiences dovetailed with the shadow practicum. Now students can partially fulfill the EPSY 6333 and EPSY 6343 field components with opportunities that are available in the EPSY 5210 practicum.

The school psychology faculty conducted weekly program planning meetings. The various sources of assessment data are considered and program modifications are agreed upon after discussion in the program meetings. SPGO also has two student representatives who attend this meeting to give student input and to take faculty questions back to the student group. This reciprocal flow of information has enhanced program modification. An example was to begin to use the PRAXIS II exam as part of the students' comprehensive exam protocol. The students wanted us to include the PRAXIS exam because they could also use their score on the test for application for the National Certification in School Psychology.

An additional program modification is being implemented after program faculty received student feedback about the portfolio assessment process. Although, there is a good rubric and model in place, the students would like a way to receive more feedback as the portfolios are being developed. One problem is that the artifacts which are included in the portfolios must often be examined by more than one faculty. This makes quick feedback for the students almost impossible. The faculty, with student representatives investigated the possibility of Web-based portfolio. LIVETEXT was identified as a set of web-based portfolio tools that could meet the needs of the students and faculty. A guided tutorial and introduction session was arranged and completed during the spring 2004 semester with a LIVETEXT representative. Plans are in place to adopt this portfolio package.

E. Feedback from program alumni / documented achievements of program graduates (Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality.

Student	Year Graduated	Certifications	Employment	Satisfaction with Training
001	2000	NCSP & OK Certificate	Tulsa,OK	High
002	2002	NCSP & OK Certificate	Edmond, OK	High
003	2003	NCSP & OH Certificate	Cincinnati, OH	High
004	2003	NCSP & NE Certificate	Omaha, NE	High
005	2004	FL Certificate	St. Petersburg, FL	High
006	2004	OK Certificate	Edmond, OK	High

F. Other Program Evaluations (Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)

The Ed.S. program was reviewed and fully approved by NASP in December 2000. The Ed.S. program remains the only specialist –level program in Oklahoma which is NASP approved. Only graduates of OSU’s program have been able to attain the National Certification in School Psychology. The program has been continuously accredited by NASP since 1999.

The Ed.S. program was reviewed by the OSU College of Education Program and Planning Committee in 2002. The Ed.S. in Education degree has only one option; school psychology. No other programs are currently using this degree.

**CRITERION VI
Program Demand/Need**

A. Occupation Manpower Demand (If applicable)

- Advisory Committee Membership*
- Advisory Committee Recommendations*
- School Response to Recommendations*
- None

Other sources and documents indicating demand
See B below

B. Societal Needs for the Program

- School Psychology was named one of the top ten “hot professions” for 2002 by US News and World Report
<http://www.usnews.com/usnews/work/articles/020218/18tracks.htm#school>

- School psychology faculty carry a service load for the COE
 - contribute to undergraduate teacher education programs with fulltime highly qualified school psychology teaching assistants (over 95% of all sections taught) EPSY 3113 Child Development, EPSY 3213 Adolescent Development, EPSY 3413 Child and Adolescent Development, EPSY 4223 Human Learning in Educational Psychology
- Contribute to graduate programs by teaching psychological foundations including Theories of Learning, History and Systems, Human Development, and other foundation coursework.
- School psychology faculty and students continue to develop and deliver School Psychology Center services to area schools, families, and other consumers
- The school psychology programs are contracted with area school districts to provided assessment and consultation services.
- The training and skills of OSU school psychology students are at the level of most highly qualified personnel and are consistent with expectations of President Bush's NO CHILD LEFT BEHIND legislation.

C Graduate student applications and enrollment changes. Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. (Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

*Programmatic/Enrollment History School Psychology Ph.D. and Ed.S. Programs
- Fulltime Students Only*

Academic year	Number of Fulltime Students admitted		Total students across both programs (cumulative)	Percentage of increase in students in school psychology programs	Approx total Graduate Credit enrolled for @ 12 hours per semester	Total Graduate Credit hours per year Including 6 hours in summer
	PHD	EDS				
1998-1999	5	0	12		96	264
1999-2000	5	2	14	17%	144	372
2000-2001	8	8	22	36%	240	660
2001-2002	4	8	31	29%	264	660
2002-2003	6	6	40	23%	420	1050
2003-2004	6	3	40	-	-	-

- The school psychology Ed.S. program did not exist prior to 1998. The program was built and embedded in the Ph.D. program. It received accreditation from the National Association of School Psychologists in June of 1999. It is one of 3 fulltime graduate programs in the COE that has identified cohorts of students resident in Stillwater.
- The school psychology programs have shown steady enrollment growth every year since 1995.
- Both the Ed.S. and Ph.D. programs are new programs (accredited -8 years for Ph.D. and 7 years for Ed.S.)
- The Ph.D. program is the only doctoral program in school psychology in OK.
- The Ed.S. program is the only specialist program in school psychology in OK.
- There is no duplication in the state. We have the only accredited programs in school psychology in the state.
- Faculty examined course sequencing. Dropped courses from program (EPSY 5783, EPSY 6030)
- Developed recruitment poster and program brochures and PowerPoint recruitment materials.

- Completed a bulk mailing of program information, brochures and letter of invitation in fall 2002 and fall 2004 to over 300 Psi Chi chapters at various universities.
- Present to the OSU Psychology Club Every fall semester about school psychology programs.
- Presented at OU Department of Psychology sponsored Psi Chi job fair in the spring of 2003. We are invited to present again in spring 2004.
- Presented at Southern Nazarene University Department of Psychology senior seminar classes in the fall of 2005. We are invited to present again each fall.
- Corresponded with MS in Applied Behavior Studies program coordinator at Oklahoma City University to partnership for potential Ed.S. and Ph.D. students in school psychology.
- Present to the American Indians into Psychology and Research Excellence Undergraduate programs about school psychology and serve as summer faculty and research mentors every summer.
- Initiated discussion of summer institute with Northeastern Oklahoma University school psychology training director. They have since closed the program which opens the possibility that students who would have applied there will now come to OSU.
- Cooperated with the school counseling program and suggested school psychology courses that could be used by the School Counseling program to the school counseling faculty, the SAHEP school head, and at the SAHEP and COE program and planning committees.
- Met with the SCTL special education faculty and the SCTL school head to suggest school psychology courses that could be used by the Special Education program.
- Cooperating with Counseling Psychology for ethics in psychology, and certain counseling psychology courses
- Have encouraged counseling to advise students into assessment and consultation courses
- Developed a recruitment strategy whereby current students would receive \$100.00 for presenting a recruitment show at various universities. This was reviewed by the leadership council and is currently being administered and monitored by Dr. Romans and Dr. Stinnett.

Planned

- Obtain additional 2.5 core faculty fte to bring program to 6.0 faculty to be consistent with national average
- Admit 8 fulltime Ed.S. students per year until maximum number of 32 is acquired
- Maintain 24-32 fulltime resident Ph.D. students at Stillwater. No more than 2 per faculty member per year.
- Acquire yearly recruitment funds from COE
- Improve Web page
- Develop and disseminate recruitment CDs
- Offer partnerships to regional universities with incentive of 1 “captured” slot in Ed.S. and Ph.D. programs for partner institutions

Demand for the Program

- In most states, certification as a school psychologist requires training beyond the Master's degree. OSU offers both the Ed.S. and Ph.D. degree
 - OSU has the only Ph.D. program in school psychology in the State and we are competitive with the best Big XII schools who far exceed our resources
 - OSU has the only APA accredited and NASP approved Ph.D. program in school psychology program in the region
- The following are the only Big XII schools that have APA accredited school psychology programs
 - OSU
 - Texas
 - Texas A & M
 - Nebraska
 - Kansas
 - Missouri
- OSU's program is the only doctoral school psychology program in the state which yields eligibility to become A Health Service Psychologist (Board of Examiners) and a Nationally Certified School Psychologist
- Only graduates from APA accredited doctoral programs are eligible for licensure as Health Service Psychologists through the Board of Examiners of Psychologists in Oklahoma.
 - In 1991 the Oklahoma legislature made it mandatory for all persons seeking licensure to graduate from an APA-approved program.
- OSU has the only Ed.S. program in school psychology in the State
- Specialist level yields eligibility to become A State Certified School Psychologist (State Department of Education, NASP-NCSP) and National Certified School Psychologist
- There are only 3 other specialist level certificate programs in Oklahoma
- OSU has the only NASP approved Ed.S. program in school psychology in the State.
- There are no duplicative programs in the State in School Psychology
- School Psychologists are identified as related service providers and qualified examiners by IDEA and are a nationally identified critical shortage area.
 - Employment opportunities are excellent both at present and long-term!
 - Not enough graduates to meet demand
 - Retirement will soon open many positions
 - School Psychology was named one of the **top ten "hot professions"** for 2002 by *US News and World Report*
<http://www.usnews.com/usnews/work/articles/020218/18tracks.htm#school>
- Salaries (*Results from 1999 NASP membership survey (Thomas, 2000)*)
 - National average annual salary: \$50,000

- Doctoral level school psychologists on average earn about \$5,000 more annually than Specialist level school psychologists
- Salaries for school psychologists vary according to state and regional differences
- 2001 APA Salary Survey. Doctoral level - 11-12-month salary for licensed doctoral-level school psychology was \$77,000 in 2001. (www.apa.org)
- State with the greatest shortages (Hosp & Reschly, 2002)
 - Oklahoma
 - Alabama
 - Kentucky
 - Mississippi
 - Tennessee
 - Arkansas
 - Louisiana
 - Texas
- School Psychologists identify and treat a variety of problems that interfere with children becoming productive members of society
 - Learning difficulties
 - Behavior and Emotional Difficulties
 - Fears about war, violence, terrorism
 - Family and Peer Problems
 - Developmental psychopathology
 - Attention problems
 - Poverty
 - Diverse populations with diverse needs
- School Psychologists are also critical professionals in the implementation of President Bush's *No Child Left Behind* initiative
 - Recommend and implement evidence-based programs and strategies
 - Generate new knowledge of learning and behavior
 - Evaluate effectiveness of programs and interventions
 - Contribute to school-wide reform and restructuring
 - Deliver school-linked mental health services
 - Coordinate with community resources and health care providers
 - Partner with parents and teachers to create healthy school environments
 - Independent Practice
- School Psychologists are employed in a variety of settings
 - Public and private schools
 - Private practice
 - Colleges and universities
 - Community mental health centers
 - Institutional/residential facilities
 - Pediatric clinics and hospitals

- Criminal justice system
- Public agencies
- High need program as defined by external constituents such as the OSDE
 - During the 2001-2002 year the OSDE established a Blueprint and Steering Committee for Recruitment, Retention, and Retraining to address Oklahoma's Critical Shortage Areas in Education.
 - This nationally identified shortage is particularly bad in Oklahoma and the U.S. Office of Special Education, which funded a multi-year, multimillion-dollar State Improvement Grant (SIG), recognized this deficit.
 - The Blueprint Committee established task forces last year in each of the identified shortage areas to gather data related to the problem and to develop action plans to be implemented in the upcoming years.
 - The critical shortage areas in the SIG are School Psychology, Special Education, Speech Pathology, Occupational Therapy, and Physical Therapy. The state improvement grant is focused on Recruitment, Retraining, and Retention (RRR) for the 5 critical shortage areas. Dr. Stinnett has served on the Blueprint Advisory Committee for the RRR committee.
 - Dr. Oehler-Stinnett served on the School Psychology RRR Task Force that was established by the Blueprint Committee. Some outcomes to date have been:
 - There was a multiyear tuition reimbursement program for OSU school psychology students funded through the OSDE
 - A statewide task force for RRR of school Psychologists was established with members from the OSDE, LEAs, and IHEs. (Dr. Oehler-Stinnett is the IHE representative from OSU)
 - A task force has developed strategic plan with objectives and timelines to increase numbers of school psychologists in OK

Educational Specialist in School Psychology:

School psychology has been identified by the Oklahoma State Department of Education as one of 5 professional critical shortage areas in the public school systems if the state. This ongoing shortage of school psychologists in Oklahoma is consistent with national shortages of school psychologists. Oklahoma was awarded a federally funded State Improvement Grant Educational to develop Recruitment, Retention, and Retraining strategies to reduce this shortage area. OSU currently has the only degree programs in school psychology. Furthermore, the OSU Ed.S. school psychology program is the only NASP approved program in Oklahoma.

Student Demand

Since 1999 there has been a steady increase in the number of applications and admissions of students to the Ed.S. program. There were low numbers of students

admitted into the program during its first two years in existence. Once NASP approval was attained and the program was advertised the cohorts have grown in number each admissions cycle. The Ed.S. students are primarily citizens of Oklahoma and most will enter the Oklahoma public schools upon completion of the degree.

Our program continues to be the only NASP approved school psychology program in Oklahoma. The other school psychology programs are located at the regional universities in Oklahoma, are certificate only programs and are not approved by NASP.. There is no other Ed.S. degree program in school psychology in Oklahoma.

Employer Demand

During the 2001-2002 year the Oklahoma State Department of Education established a Blueprint and Steering Committee for Recruitment, Retention, and Retraining to address Oklahoma's Critical Shortage Areas in Education. This nationally identified shortage is particularly bad in Oklahoma and the U.S. Office of Special Education, which funded a multi-year, multimillion-dollar State Improvement Grant (SIG), recognized this deficit. The Blueprint Committee established task forces last year in each of the identified shortage areas to gather data related to the problem and to develop action plans to be implemented in the upcoming years. The school psychology faculty has been invited to attend a Request for Proposals meeting to develop grants to increase school psychology vitality across the three areas Recruitment, Retention, and Retraining. This conference will be in October 2002. The critical shortage areas in the SIG are School Psychology, Special Education, Speech Pathology, Occupational Therapy, and Physical Therapy. The \$5,000,000 state improvement grant is focused on Recruitment, Retraining, and Retention (RRR) for the 5 critical shortage areas. Dr. Stinnett has been appointed to the Blueprint Advisory Committee for the RRR committee. Some outcomes to date have been:

- (a) There was a tuition reimbursement program for OSU school psychology students funded through the OSDE (refer to Appendix A)
- (b) A statewide task force for Recruitment Retraining and Retention (RRR) of school Psychologists has been established with members from the OSDE, LEAs, and IHEs. (Dr. Oehler-Stinnett was the IHE representative from OSU)
- (c) Task force has developed strategic plan with objectives and timelines to increase numbers of school psychologists in OK
- (d) The OK State Improvement Grant awarded funds to school psychology programs to implement the task force recommendations

We have 100% placement of all students who complete the school psychology programs.

Projected Demand

We will continue to admit 6-8 students per year. As our number of students reaches maximum for the program and stabilizes we expect a symmetrical rate of exit/graduation from the program.

Vitality of program and growth in course enrollments/course demands

The school psychology Ed.S. programs admits only fulltime students. We have admitted 6- 8 students per year into our specialist cohorts. Typically, the specialist students are on campus for 3 years. These students average 12-14 hours each fall and spring and 6-9 hours each summer. At this rate of admission, with a symmetrical rate of exit/graduation from the programs, our enrollment will stabilize in the range of 18 to 24 fulltime students who are resident and fulltime on campus. All of these students must be supervised by faculty with a specialty in school psychology for practica (over 600 school-based hours) and then complete a 1200-1500 hour school-based internship. This maximum number of specialist students was reached beginning in the 2002-2003 academic year.

CRITERION VII
Program Duplication

Identify other degree programs at OSU with similar titles or functions (include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)).

For similar programs, describe how each degree program fulfills unique student needs (A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.)

The School Psychology Ed.S. program is the only such degree program in the state of Oklahoma. There is no duplication of purpose. Graduates of the Ed.S. program are trained to enter the profession of school psychology in Public School Settings. They are eligible for the NCSP and certification through State Department of Education. The program faculty offer a Ph.D. in Educational Psychology – option in School Psychology. The Ed.S. degree competencies are embedded in the Ph.D. program. The Ph.D. degree prepares students as scientist practitioners who will work in a variety of setting besides the Public Schools. Ph.D. students are eligible for licensure as Health Service Psychologists through Boards of Examiners of Psychologists as well as certification through State Departments of Education. Students in each of the 2 programs have distinctly different long term career objectives. The separate programs are needed to meet these variable student needs.

*Summary and
Recommendations*

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths

1. Highly qualified fulltime student cohorts move through program in sequence

2. Highly qualified, appropriately trained and credentialed core school psychology faculty.
3. APA accredited and NASP approved programs reflect highest standards of training
4. Detailed comprehensive annual assessment plan in place
5. Sophisticated scientist-practitioner and Science-based Child/Learner Success orientation.
6. Curriculum and practicum opportunities
7. Core faculty have proven record of grant submission and acquisition
8. Core faculty have proven record of publication in peer-reviewed empirical journals
9. Core faculty have proven record of presentation of research at national conferences for psychologists
10. School psychology students have proven record of presentation of research at national conferences for psychologists
11. School Psychology Center
12. Program is consistent with the Missions of the University, College, School, and Professional Education Units of OSU.

B. Areas for Improvement

1. Number of fulltime Ed.S. students enrolled in program needs to be increased to maximum
2. Need office and work space for graduate assistants
3. Need assistantships for Ed.S. students
4. Need laboratory space for research activities
5. Modify portfolio assessment procedures to monitor program and student outcomes more effectively

C. Recommendations for Action

- Search for and acquire additional school psychology faculty
- Sustain student recruitment efforts
- Evaluate web-based portfolio assessment tools
- Pursue additional grant opportunities
- Implement school psychology 5 year strategic plan.

Five-Year Goals for the Program

***School Psychology Programs
Strategic Plan***

Objectives

Accreditation

1. Maintain accreditation for Ph.D. program from American Psychological Association (APA).
 - a. Complete and submit APA annual report data

- b. Continuous yearly program assessment as specified in OSU assessment plan
 - c. Complete and submit program accreditation self study at end of each accreditation cycle every 5-7 years
 - d. Gain approval from APA Committee on Accreditation to host a program site visit every 5-7 years
 - e. Schedule and coordinate APA site visit team every 5-7 years
 - f. Attend and participate in annual Council of Directors of School Psychology Programs (CDSPP)
 - g. Attend and participate in annual APA conference and Division 16 activities
 - h. Attend and participate in annual OPA conference
2. Maintain program approval for Ed.S. and Ph.D. programs with National Association of School Psychologists (NASP) which is NCATE constituent.
- a. Complete and submit School Psychology Program self study folio to NASP Program Approval Board at the end of each accreditation cycle every 5 years
 - b. Continuous yearly program assessment as specified in OSU assessment plan
 - c. Attend and participate in annual Trainers of School Psychologists (TSP) meetings
 - d. Attend and participate in annual NASP and OSPA conferences
3. Maintain status as OCTP state approved programs in school psychology
- a. Maintain NASP approval
 - b. Complete and submit program data to OSU teacher certification office in the COE as they require
 - c. Continuous yearly program assessment as specified in OSU assessment plan

Growth

1. Continue gradual enrollment increases each year for Ed.S. program until maximum number of students is achieved based on appropriate student:faculty ratio by admitting 8-10 fulltime students per cohort per year.
- a. Maintain requirement that Ed.S. program is fulltime program for at least 4 years from Bachelors level.
 - b. Provide recruitment funds specific for school psychology programs
 - c. Increase to 24-30 fulltime resident Ed.S. students at Stillwater for three years
 - d. Increase to 8-10 Ed.S. students on year long internship during 4th year
 - e. Set enrollment cap for total maximum number of Ed.S. students 32-40
 - f. Continue to combine Ed.S. and Ph.D. students in general school psychology practice courses, practica, and research teams to utilize resources in most efficient manner
 - g. Remove arbitrary minimum course enrollment for graduate level classes

2. Maintain Ph.D. program enrollment by admitting 2 new fulltime students per core faculty per year but never to exceed 8 students admitted per year with the target for admission set at 6-8 fulltime students contingent upon
 - a. Maintain requirement that Ph.D. program is a fulltime program for at least 5 years from Bachelors level
 - b. Provide recruitment funds specific for school psychology programs
 - c. Maintain 24-32 fulltime resident Ph.D. students at Stillwater for 4 years
 - d. Increase to 6-8 Ph.D. students on year long internship during 5th year
 - e. Set enrollment cap for total maximum number of Ph.D. students 30-40
 - f. Continue to combine Ed.S. and Ph.D. students in classes, practica, and research teams to utilize resources in most efficient manner
 - g. Remove arbitrary minimum course enrollment for doctoral level classes so that we can offer doctoral-only advanced specialty classes to differentiate between doctoral and specialist programs
 - h. Maintain at least one slot for school psychology doctoral student in PFF program
3. Acquire high quality core school psychology faculty fte consistent with national average for APA accredited Ph.D. school psychology programs, peer institutions, and with the SAHEP Counseling Psychology program.
 - a. Increase core school psychology faculty fte from 3.5 to at least 6 within 5 years
 - b. Provide funds for licensure, and credentialing
 - c. Provide start up funds for new faculty and offer protected teaching load for first 3 years
4. Continue to assume more of the service load for EPSY graduate psychological foundation coursework for other programs in addition to school psychology program duties. Teach 50% of the in class sections of the following in addition to core school psychology courses
 - a. EPSY 5103 Human Development
 - b. EPSY 5463 Theories of Learning
 - c. EPSY 6133 History and Systems
5. Continue to develop and deliver School Psychology Center services to area schools, families, and other consumers. Increase revenue by 10% from current contingent upon the following
 - a. Obtain a fulltime clinic receptionist
 - b. Obtain fulltime appointment for clinic supervisor
 - c. Sustain contracts with Oklahoma School districts
 - d. Obtain contracts with other Oklahoma public/social service agencies

Research

1. Continue to seek and acquire training and research grants

- a. The school psychology faculty have acquired significant grant and contract money over the last four years (\$847,821.88).
 - b. Core school psychology faculty will submit at least one grant proposal each within 5 years contingent upon
 - i. secretarial, graduate assistant, clerical, and administrative support
 - ii. provision of adequate research laboratory space for faculty and graduate assistants
 - iii. provide graduate research assistants with laptop computers
 - iv. acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load
2. Continue faculty and student productivity in publication in peer reviewed professional psychology and related journals on the average of 1 publication per year for core school psychology faculty contingent upon
- a. The provision of at least one research assistant for each core school psychology faculty member
 - b. The provision of research laboratory space for faculty and students
 - c. secretarial, graduate assistant, clerical, and administrative support
 - d. provision of adequate research laboratory space for faculty and graduate assistants
 - e. acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load
3. Continue faculty and student presentations of research at national professional association conference venues with 100% of the faculty presenting at least once per year and an average of 50% of the doctoral students contingent upon
- a. The provision of travel money for graduate student researchers
 - b. The provision of at least one research assistant for each core school psychology faculty member
 - c. The provision of research laboratory space for faculty and students
 - d. secretarial, graduate assistant, clerical, and administrative support
 - e. provision of adequate research laboratory space for faculty and graduate assistants
 - f. acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load
 - g. provide graduate research assistants with laptop computers
4. Continue high quality publication and grantsmanship consistent with Research 1 University by acquiring external funding and publishing in top tier school psychology journals contingent upon
- a. Reduced teaching loads from 3/2 to be consistent with Research 1 expectations and standards
 - b. The provision of travel money for graduate student researchers
 - c. The provision of at least one research assistant for each core school psychology faculty member
 - d. provide graduate research assistants with laptop computers

- e. The provision of research laboratory space for faculty and students
- f. secretarial, graduate assistant, clerical, and administrative support
- g. provision of adequate research laboratory space for faculty and graduate assistants
- h. acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load

Teaching & Service

1. Contribute to the mission of undergraduate teacher education programs (elementary education, secondary education, etc.) by offering coursework in classroom management and discipline techniques, prevention of violence in schools.
 - a. Offer EPSY 4513 -Prevention and Intervention Violence in Schools at least once per year contingent upon acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load
 - b. Develop and offer EPSY XXX Managing Student Behavior in Educational Settings within 5 years contingent upon acquisition of necessary faculty fte to reduce from 3/2 to a 2/2 or 2/1 teaching load

2. Maintain contribution to undergraduate teacher education programs by offering coursework in Educational Psychology taught by fulltime highly qualified school psychology teaching assistants
 - a. EPSY 3113 Child Development
 - b. EPSY 3213 Adolescent Development
 - c. EPSY 3413 Child and Adolescent Development
 - d. EPSY 4223 Human Learning in Educational Psychology
 - e. contingent upon maintenance of cohorts of fulltime school psychology students and sufficient Teaching Assistantships for multiple sections
 - f. provide graduate teaching assistants with laptop computers
 - g. provide graduate teaching assistants with adequate office space

3. Continue to contribute to graduate programs by teaching psychological foundations including Theories of Learning, History and Systems, Human Development, and other foundation coursework.
 - a. Offer foundation coursework by psychologists in face to face in class delivery format
 - b. Contribute to the development of quality hybrid courses (online/in class)
 - c. Contribute to quality control and evaluation of online offerings in Educational Psychology that have been switched to on line format without being evaluated at School and College Program and Planning Committee levels or other quality control structures.

4. Improve instructional and professional training materials library contingent upon
 - a. Dedicated funds are provided to acquire instructional and training materials annually

- b. Space for assessment, intervention, instructional and professional materials library is made available and secure
5. Continue to develop and deliver School Psychology Center services to area schools, families, and other consumers.
- a. Obtain a fulltime clinic receptionist
 - b. Obtain fulltime appointment for clinic supervisor
 - c. Sustain contracts with Oklahoma School districts
 - d. Obtain contracts with other Oklahoma public/social service agencies

OPPORTUNITIES

1. School psychology faculty have the qualifications and expertise to teach EPSY foundation and service courses as well as contribute to the school psychology programs, thus could be hired to assist program and help with service courses
2. Provide school psychology faculty salary consistent with market value and peer institution salaries
3. Provide new faculty start up funds.
4. Because Northeastern Oklahoma University has terminated its school psychology programs, OSU school psychology may access potential students from the northeast region of OK.
5. Because the RESCs have been terminated, OSU school Psychology programs have potential to recruit and retrain displaced psychometrists.
6. Tulsa market
7. OSU's Shift in focus to Graduate programs and research from undergraduate teaching can allow prioritization of research production, publication, and grantsmanship over the current heavy emphasis on credit hour production and instruction

Accreditation Status	Degree Program	Projected Number of Degrees to be Awarded Annually	Current Active Fulltime School Psychology Students 2003-2004	Approximate number of Credit Hours per year @ 12 per semester and 9 hours summer	Enrollment Target
1. Oklahoma State Department of Education approved for School Psychometry certificate	MS in Educational Psychology, Option – School Psychometrics	10-12	* this en' route degree is only available to students admitted to the Ed.S. or Ph.D. programs	-	-
1. National Association of School Psychologists accredited (NASP/NCATE), 2. State approved program by Oklahoma Commission for Teacher Preparation and State Department of Education	Ed.S. in Education, Option – School Psychology	6-8	16	528	1. 8-10 admitted per year per cohort 2. Enrollment capped @ 24-30 fulltime students on campus and 8-10 off campus on internship 3. Maximum number of Ed.S. students desired: 32-40
1. Accredited by American Psychological Association 2. Accredited by National Association of School Psychologists (NASP/NCATE), 3. State approved program by Oklahoma Commission for Teacher Preparation and State Department of Education	Ph.D. in Educational Psychology, Option School Psychology	4-6	26	858	1. 6-8 admitted per year per cohort 2. Enrollment capped @ 24-32 fulltime students on campus and 6-8 off campus on internship 3. Maximum number of Ph.D. students desired: 32-40.

Critical Success Factors

1. Professional Recognition	<ul style="list-style-type: none"> a) OSU programs are APA and NASP accredited and are listed as accredited programs in the literature of these National Professional Associations b) OSU school psychology is APA accredited. There are only 52 APA accredited school psychology programs in the nation. c) Ph.D. program is 1 of six APA accredited school psychology programs in Big XII d) OSU programs are the only degree programs in school psychology in Oklahoma e) Core faculty have national recognition in APA and NASP as site visitors and committee members
2. Professional Leadership	<ul style="list-style-type: none"> a) Core Faculty are Executive Board Members of Oklahoma School Psychological Association b) Core faculty serve on Editorial Boards of Professional Journals in School Psychology c) Students hold leadership positions in APA graduate student association d) Core faculty hold other appointments from the State Superintendent of Education e) Graduates of OSU's school psychology programs hold leadership offices in OSPA f) Core faculty hold the highest credentials possible for professional psychologists such as licensure and/or National Certification
3. Professional Certification Exams	<ul style="list-style-type: none"> a) OSU students score above the average for the NCSP exam: ETS Praxis II Exam b) OSU students successfully complete the EPPP Examination for licensure c) OSU students pass the oral examination for licensure administered by the Board of Examiners of Psychologists d) OSU student pass the Oklahoma Jurisprudence Examination administered by the State board of Examiners of Psychologists
4. Employment	<ul style="list-style-type: none"> a) OSU students successfully compete and obtain internships through APPIC b) OSU students find employment as professional school psychologists upon completion of the degree
4. External Review	APA, NASP, Practicum, Internship
5. Graduation Rate	OSU school psychology programs graduate at least 75% of all students who are admitted to the programs

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds Dollar Amounts Name of Grant, Contract, or Gift Principal Investigator

Source of Funds 1999-2000 2000-2001 2001-2002 2002-2003 2003-2004

- August 2004:** Stillwater Public Schools Practicum Student Contract (\$9,000)
- August 2004:** Stillwater Public Schools - Post Doctoral Clinician Contract (\$19,000)
- May 2003:** Woodcock-Munoz Foundation: Itasca, IL. (12 W-J III Diagnostic Supplements, cases, records, software) W-J III Tests of Cognitive Abilities Diagnostic Supplements– Materials Grant (awarded \$3000)
- August 2002:** Oklahoma State Department of Education, Office of Special Education (\$35,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- June 2002:** Oklahoma State Department of Education, Office of Special Education (\$10,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- April 2002:** Oklahoma State Department of Education, Office of Special Education (\$35,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- August 2001:** Oklahoma State Department of Education, Office of Special Education (\$35,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- July 2001:** Oklahoma State Department of Education, Competitive Subgrant for the State Improvement Grant under the Individuals with Disabilities Education Act - Part D. (\$644,525 funded - composite budget). Preparing Inclusive Personnel Partnership: The Perry Professional Development School Project.
- July 2001:** Oklahoma State Department of Education, Competitive Subgrant under the Individuals with Disabilities Education Act - Part B. (\$40,000 funded). Consultation Approach to Psychological Services.
- May 2001:** Oklahoma State Department of Education, Office of Special Education (\$25,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- December 2000:** Woodcock-Munoz Foundation: Itasca, IL. (12 W-J III's, cases, records, software) W-J III Tests of Cognitive Abilities – Materials Grant (awarded value \$ 7200.00)
- November 2000:** Oklahoma State Department of Education, Office of Special Education (\$25,000 funded). Tuition Reimbursement Program for Critical Shortage Related-Service Providers in Oklahoma- School Psychology
- August 2000** Training in Response to Assessment and Intervention Needs (TRAIN) Louisiana State Department of Education funded grant including:
Oehler-Stinnett, J. J. (1999). The Relationship of Auditory Memory, Verbal Learning and Reading in Second through Fourth Grade Children. Dean's Research award (\$2,060.00).
Oehler-Stinnett, J. J. (1999). The Ability of the Cognitive Assessment System, the Test of Variable Attention, and the Teacher Rating of Academic Achievement Motivation as Measures of Self-Regulation Dean's Research Award (\$2,420.00).

Oehler-Stinnett, J. J. (1998-99). Implementation of Intervention Assistance Teams for Behavioral Assessment and Intervention in a small, rural school district. Grant Awarded under Part B Individuals with Disabilities Education Act for implementation of psychological services within the schools. (\$30,000).

Appendix B

Record of Significant Scholarly, Artistic and/or Creative Work
Name and Type of Scholarly, Artistic and/or Creative Work Program Faculty Year
Completed
(1999-2005)

PUBLICATIONS

Jung, Woo Sik, & Stinnett, T.A. (in press). Comparing judgments of Social-Behavioral-Emotional and School Adjustment Functioning for Korean, Korean American and Caucasian American Children. *School Psychology International*.

Stinnett, T. A., Cruce, M.K., Choate, K. T. (2004). Influences on teacher education student attitudes toward youth who are HIV⁺. *Psychology in the Schools, 41*, 211-219.

Koonce, D. A., Cruce, M. K., Aldridge, J.O., Langford, C.A., Sporer, A. K., & Stinnett, T.A. (2004). The ADHD label, analogue methodology, and participants' geographic location effects on judgments of social and attentional Skills. *Psychology in the Schools, 41*, 221-234.

Cruce, M. K., Stinnett, T.A., & Choate, K.T. (2003). HIV⁺ students' sexual orientation, level of promiscuity, and pre-service teachers' level of urban acculturation as factors affecting judgments. *Psychology in the Schools, 40*, 173-182.

Stinnett, T. A., Oehler-Stinnett, J., Fuqua, D. R., & Palmer, L. (2002). Examination of the underlying structure of the NEPSY, a developmental neuropsychological assessment. *Journal of Psychoeducational Assessment, 20*, 66-82.

Stinnett, T. A., Crawford, S. A., Gillespie, M., Cruce, M., & Langford, C. A. (2001). Effects of the ADHD label on judgments of treatment acceptability for psychostimulant medication versus psychoeducational intervention. *Psychology in the Schools, 38*, 585-591.

Stinnett, T. A., Bull, K. S., Koonce, D.A., & Aldridge, J. O. (1999). The effects of diagnostic label, race, gender, educational placement, and definitional knowledge on prognostic outlook for children with behavior problems. *Psychology in the Schools, 36*, 51-59.

Stinnett, T. A., Fuqua, D. R., & Coombs, W. T. (1999). Construct validity of the AAMR Adaptive Behavior Scale- School: 2. *School Psychology Review, 28*, 31-43.

Duhon, G. J., Witt, J. C., Noell, G. H., Freeland, J. T., Gilbertson, D. N., Dufrene, B, C. (2004). Distinguishing between performance deficit and skill deficit academic problems using curriculum based assessment procedures. *School Psychology Review, 33*, 429-443.

Noell, G. H., Duhon, G. J., Gatti, S. L., & Connell, J. E. (2002). Consultation, Follow-up, and Implementation of Behavior Management Interventions in General Education. *School Psychology Review, 31*, 217-234.

Daly, E. J., III, Duhon, G. J., & Witt, J. C. (2000). Proactive approaches for identifying and treating children at-risk for academic failure. In F. M. Gresham, K. L. Lane, & T. E. O'Shaughnessy (Eds.), *Interventions for students with or at-risk for emotional and behavioral disorders*. Needham Heights, MA: Allyn & Bacon.

- Stinnett, T.A., Oehler-Stinnett, J., Palmer, L., & Boykin, C. (1999). A Cordial Reply to Korkman, Kemp, and Kirk's Modest Rebuttal. *Trainers' Forum, 18*, 14.
- Stinnett, T. A., Boykin, C., Palmer, L., & Oehler-Stinnett, J. (1999). A trainer's comment on the NEPSY: A developmental neuropsychological assessment. *Trainers' Forum, 17*, 14-15.
- Oehler-Stinnett, J. J. (2004). A template for training students in evaluating research literature. *Trainer's Forum, 24*, 1-9.
- Oehler-Stinnett, J. J., and Boykin, C. L.(2001). Convergent and Discriminant Validity of the Teacher Rating of Academic Achievement Motivation. *Journal of Psychoeducational Assessment, 19*, 4-18.
- Doll, B., Kalamaros, A., Leys, B., Salmon, D., Oehler-Stinnett, J., Bucaria, L., Stevens, B., and Teglassi, H. (1995). Why School Mental Health Is Essential for Reformed Schools. *The School Psychologist, 49*, 10-18.
- Ransone, J.W., Hughes, B.J., & Stinnett, T.A. (2000). The Fluctuation of Body Weight in Elite Collegiate Wrestlers throughout the Competitive Season: An Implication for the New NCAA Wrestling Weight Certification. *Journal of Athletic Training, 35*(2) 86.
- **Book Chapters**
- Stinnett, T. A. (2003). A review of the Wide Range Intelligence Test. In B. S. Plake, J.C. Impara, & R.A. Spies (Eds.), *The Fifteenth Mental Measurements Yearbook*. (pp.1011-1015). Lincoln, NE: University of Nebraska Press. (Also available as AN-15072617, Mental Measurements Yearbook Database Search Label MMYD, BRS Information Technologies).
- Stinnett, T. A. (2003). A review of the Brief Visuospatial Memory Test- Revised. In B. S. Plake, J.C. Impara, & R. A. Spies (Eds.), *The Fifteenth Mental Measurements Yearbook*. (pp.147-149). Lincoln, NE: University of Nebraska Press.
- Stinnett, T. A. (2001). A review of the Leiter International Performance Scale- Revised (LIPS-R). In J. C. Impara & B. S. Plake (Eds.), *The Fourteenth Mental Measurements Yearbook*. (pp. 687-692). Lincoln, NE: University of Nebraska Press. (Also available as AN-14072098, Mental Measurements Yearbook Database Search Label MMYD, BRS Information Technologies).
- Stinnett, T. A. (2001). A review of the Naglieri Nonverbal Ability Test (NNAT) In J.C. Impara & B. S. Plake (Eds.), *The Fourteenth Mental Measurements Yearbook*. (pp. 819-822). Lincoln, NE: University of Nebraska Press. (Also available as AN-14072080, Mental Measurements Yearbook Database Search Label MMYD, BRS Information Technologies).
- Stinnett, T. A. (in press). Labeling and Diagnosis. In S. Lee (Ed.), *Encyclopedia of School Psychology*.
- Cruce, M. K., & Stinnett, T.A. (in press). *Cancer in Children and Youth*. In L. Phelps (Ed.), *Chronic Health-Related Disorders in Children: Collaborative Medical and Psychoeducational Interventions*. Washington DC: American Psychological Association.
- Curtis, M.J., Batsche, G.M. & Mesmer, E.M. (2000). Implementing the IDEA 1997 Amendments: A Compelling Argument for Systems Change. In C.F. Telzrow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice guidelines for school-based teams*. Bethesda, MD: National Association of School Psychologists.
- Oehler-Stinnett, J. J. (2001). Review of the Behavior Disorders Identification Scale.

Mental Measurement Yearbook. In J. C. Impara & B. S. Plake (Eds.), *The Fourteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Oehler-Stinnett, J. J. (2001). Review of the Emotional and Behavior Problem Scale. In J. C. Impara & B. S. Plake (Eds.), *The Fourteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Oehler-Stinnett, J. J. (2003). Review of the Brown Attention-Deficit Disorder Scales. In B. S. Plake, J.C. Impara, & R. A. Spies (Eds.), *The Fifteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Oehler-Stinnett, J. J. (2003). Review of the Gordon Diagnostic System. In B. S. Plake, J.C. Impara, & R. A. Spies (Eds.), *The Fifteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

- **Technical Reports**

Mesmer, E., Ritter, S., Paulsen, C., Carl, B., Dailey, D., Shami, M., Hamilton, J., McInerney, M. & Gerver, M. (2001). The Elementary and Middle Schools Technical Assistance Center: Evaluation Report and Adjustments from Year 3. Washington DC: American Institutes for Research.

Mesmer, E., Paulsen, C., Ritter, S., Shami, M., Hamilton, J., & McInerney, M. (2000). The Elementary and Middle Schools Technical Assistance Center: Evaluation Report and Adjustments from Year 2. Washington DC: American Institutes for Research.

Hamilton, J., Mesmer, E., Pisacane, K., Tanaka, L., & Zaidi, A. (2000). Selected IDEA '97 Requirements: Research Findings and Best Practices. Washington DC: American Institutes for Research. Prepared for the Council for Exceptional Children, ASPIRE Project.

Mesmer, E. (2000). Students with Emotional Disabilities: A guide for Principals. In H. Baker (Eds.), Principal Information Brief Series. Washington DC: American Institutes for Research.

Mesmer, E. & Ritter, S. (1999). The Elementary and Middle Schools Technical Assistance Center: Evaluation Report and Adjustments from Year 1. Washington DC: American Institutes for Research.

- **NATIONAL PRESENTATIONS**

Greguson, L., Atkins, M., Hogan, K., Stinnett, T.A., & Stinson, A. (2005). *Pre-Service Teachers' Expectations toward Student Success based on Label and Intervention Type*. Paper/poster to be presented at the annual meeting of the American Psychological Association, Washington DC

Greguson, L., Stinnett, T.A., (2005). *Pre-Service Teachers' Perception of Student Academic Competency based on Label*. Paper/poster to be presented at the annual meeting of the American Psychological Association, Washington DC

Greguson, L., Dodson, K.G., Stricklin, R., Stinnett, T.A., & Scherweit, S. (2005). *Pre-Service Teachers' Perception of Teacher Variables across Student Performance Style Deficit and Intervention Type Used in the Classroom* Paper/poster to be presented at the annual meeting of the American Psychological Association, Washington DC

Stinnett, T.A., Dielmann, K.B., Rinderknecht, R. R., Stevens, E. L., & Mani, S. (2005).

An Analogue Study of Variables Affecting Academic Achievement Motivation. Paper/poster to be presented at the annual meeting of the American Psychological Association, Washington DC.

Rinderknecht, R.L., Stevens, E., Stinnett, T.A., Beason, S., & Coulter, J. (2005).

Treatment Acceptability of Behavioral Interventions: Performance versus Skill Deficits.

Paper/poster to be presented at the annual meeting of the American Psychological Association, Washington DC.

Greguson, L., & Stinnett, T.A. (2005). *Factors Affecting Teachers' Attitude toward*

Students Labeled HIV+. Paper/Poster to be presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Hirsch, S. A., & Stinnett, T.A. (2005). *Effects of Parent Training About Learning*

Disabilities and Special Education. Paper/Poster to be presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Dielmann, K.B., & Stinnett, T.A. (2005). *Factors Affecting Teachers' Attitude toward*

Students Labeled HIV+. Paper/Poster to be presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Davis, C. R., **Stinnett, T. A.**, Duhon, G. J., & Winkleman-Hodge, C. L. (2004). *Perry*

Professional Development School: Collaboration of Special Education, School Psychology, and Reading. Paper/Poster presented at the annual conference of the Council for Exceptional Children, New Orleans, LA.

Tiffany, D., Stinnett, T.A., & Duhon, G. J. (2004). *Resistance to Intervention for*

Classification of Specific Learning Disability. Paper/Poster presented at the annual conference of the National Association of School Psychologists, Dallas, TX.

Stinnett, T. A., Dielmann, K. B., Rinderknecht, R. R., Stevens, E. L., Mani, S., & Stout,

L. J. (2003). *Differential Expectations for Children Elicited by Labels, School Performance Pattern, and Educational Placement.* Paper/poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Stinnett, T. A., Duhon, G. J., Davis, C. R., Winkleman-Hodge, C. L., & Oehler-Stinnett,

J (2003). *A professional development school project with school psychology services at its core.* Paper/Poster presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

Duhon, G. J., & **Stinnett, T. A.** (2003). *Predicting student failure on a state-mandated*

performance-based assessment using oral reading fluency. Paper/Poster presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

Cruce, M.K., Stinnett, T.A., Gilbert, K.E., Rinderknecht, R.L., Henderson, T., &

Beaman, K. C. (2002). *Differences in Parental Measures of Quality of Life and Self Concept of Adolescents Diagnosed with Cancer.* Paper/Poster presented at the annual conference of the National Association of School Psychologists, Chicago, IL.

Stinnett, T.A., Gant, J.C., Vann, K.L., Crawford, S.A., Oehler-Stinnett, J.J., Robbins,

R.R., & Knight, T. (2001). *Nations left behind: Cognitive assessment of Native American children.* Paper/poster presented at the annual meeting of the American Psychological Association, San Francisco.

Jung, Woo Sik, & Stinnett, T.A. (2001). *Social-Behavioral-Emotional and school*

adjustment of Korean, Korean-American, and Caucasian-American children. Paper/poster presented at the annual meeting of the American Psychological Association, San Francisco.

- Jackson, B.L., Crawford, S.A., Stinnett, T.A., & Avendano, K.K. (2001). *Effect of having a relative with a learning disability on labeling bias*. Paper/poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Crawford, S. A., Jackson, B.L., Stinnett, T.A., & Avendano, K.K. (2001). *Class activity to demonstrate manipulation of judgments of sociability in undergraduate students*. Paper/poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Koonce, D.A., Stinnett, T.A., & Oehler-Stinnett, J. (2001). *Differential diagnosis of disruptive behavior disorders utilizing conditional probability analysis*. Paper/poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Stinnett, T.A., Oehler-Stinnett, J.J., & Fuqua, D. R. (2001). *NEPSY Structural Characteristics for Three and Four-Year Old Children*. Paper/Poster presented at the annual conference of the National Association of School Psychologists, Washington DC.
- Stinnett, T. A., Cruce, M.K., Langford, C.A., & Choate, K.T. (2001). *Effects of the HIV/AIDS Label on School-Aged Children*. Paper/Poster presented at the annual conference of the National Association of School Psychologists, Washington DC.
- Stinnett, T.A., Crawford, S. A., Cruce, M.K., Gillespie, M.D., Carlson, J.S., & Waterman, C. (2000). *Factors affecting treatment acceptability for psychostimulant medication versus psychoeducational intervention*. Paper/poster presented at the annual meeting of the American Psychological Association, Washington DC.
- Jung, Woo Sik, & Stinnett, T.A. (2000). *Social-Behavioral-Emotional functioning and school adjustment for Korean versus American children*. Paper/poster presented at the annual meeting of the American Psychological Association, Washington DC.
- Stinnett, T.A., Cruce, M. K., Langford, C. A., Choate, K. T., Crawford, S. A., & Jackson, B. L. (2000). *Factors that effect judgments about students labeled HIV*. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.
- Cruce, M. K., Langford, C. A., Stinnett, T.A., Choate, K.T., Crawford, S. A., & Jackson, B.L. (2000). *Promiscuity and sexual orientation as factors in future teachers' perceptions of HIV children*. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.
- Koonce, D. A., Aldridge, J.O., Cruce, M. K., Langford, C.A., Sporer, A. K., & Stinnett, T.A. (2000). *Effects of the ADHD Label, Analogue Methodology, and High School Location on Judgments of social and Attentional Skills*. Paper-poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.
- Stinnett, T. A., Coombs, W. T., Oehler-Stinnett, J. J., Fuqua, D. R., & Palmer, L. (1999). *NEPSY structure:: Straw, Stick, or Brick house?* Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Stinnett, T.A., Aldridge, J. O., Koonce, D. A., Sporer, A. K., & Bull, K. S. (1999). *Labels and their effects for children: From Pygmalion to present*. Poster/paper presented at the annual meeting of the National Association of School Psychologists. Las Vegas, NV.
- *Nomura, J., Cumming, S., Mesmer, E., & Mesmer H. (2004, July) Increasing fluency in non-fiction text. The effects of shared word passages. American Psychological Association, Honolulu, Hawaii
- *Mesmer, E., Duhon, G., Rinderknecht, R., & Schneider, A. (2004, April). Consultation

Practices in School Psychology: Skill Deficits or Systemic Problems. National Association of School Psychologists Annual Convention, Dallas, Texas.

- *Nomura, J., Mattingly, L., **Mesmer, E.**, & Mesmer, H. (2004, April). The Effects of Shared Words on Fluency in Non-Fiction Texts. National Association of School Psychologists Annual Convention, Dallas, Texas.
- Mesmer, E. M** Consultation Practice in School Psychology: Skill Deficits or Systemic Problems (March 2004) Accepted paper presentation for the NASP annual convention: Dallas, TX.
- Mesmer, E. M** Supporting Prevention: Predicting Learning with Adapted Curriculum Based Assessment (March 2004) Poster presentation for the NASP annual convention: Dallas, TX
- Mesmer, E. M** Case Study: Response to Math Intervention for IDEA Eligibility Determination ((March 2004) Poster presentation for the NASP annual convention: Dallas, TX . .
- Noell, G. H., & **Duhon, G. J.** (March 2004). Supporting intervention implementation following ecobehavioral consultation: Practical evidence-supported procedures. Paper presentation for the NASP annual convention: Dallas, TX
- ***Mesmer, E.** (2003, April). Intervention Congruence: Supporting Students with Behavior Difficulties in Multiple Classroom Environments. National Association of School Psychologists Annual Convention, Toronto, Canada.
- Duhon, G. J** Refining Methods for Selecting Interventions for Reading Fluency Problems: A Report of Three Investigations. (February 2002) Presented paper at the February 2002 NASP annual convention: Chicago, IL.
- ***Mesmer, E.** (2002). Congruent Use of Behavioral Interventions across Classroom Settings: Implications for the Development of Interventions for Students with Emotional/Behavioral Disorders within Inclusive Settings. National Association of School Psychologists Annual Convention, Chicago, Illinois.
- ***Mesmer, E.**, Ritter, S. & Carl, B. (2001). Bridging the Research to Practice Gap: Results from a National Technical Assistance Center Evaluation Project. Council for Exceptional Children Annual Convention, Kansas City, Missouri.
- Mesmer, E** & Woodruff, D. (2001). Implementing Effective School-Wide Behavioral Supports for At-Risk Youth: An Examination of Critical Factors. America's At Risk Youth National Forum, Myrtle Beach, SC.
- Duhon, G. J** Screening To Enhance Equitable Placement in Special Education. (March 2001) Paper presented at the March 2001 NASP annual convention: Washington, D.C.
- ***Mesmer, E.**, Woodruff, D. & Sims, A. (2000). Strategies for Developing Violence Prevention and Response Plans. Council for Exceptional Children Annual Convention, Vancouver, British Columbia.
- *Woodruff, D., **Mesmer, E.** & Sims, A. (2000). Selecting School-wide Discipline Programs. Council for Exceptional Children Annual Convention, Vancouver, British Columbia.
- *Sims, A., Woodruff, D., & **Mesmer, E.** (2000). Alternative Educational Interim Placements: What Works. Council for Exceptional Children Annual Convention, Vancouver, British Columbia.

- Duhon, G. J** Functional Assessments in the classroom. The LSU model. (April 1999).
Symposium at the National Association of School Psychologists Conference: Las Vegas, NE.
- *Lyons, E., **Mesmer, E.**, & Crawford, K. (1999). From Elementary to Middle School: A
Longitudinal Analysis of a Nationally Recognized School Reform Project. National Association of
School Psychologists Annual Convention, Las Vegas, Nevada.
- Atkins, M. E., L., A., Stricklin, R. M., & **Oehler-Stinnett, J. J.** (2004). *Issues
concerning current approaches for assessment of learning disabilities*. Paper presented at the
annual convention of the American Psychological Association, Honolulu.
- Bertram, A. N., & **Oehler-Stinnett, J. J.** (2004). *Parental Post divorce adjustment and
children's academic achievement motivation*. Paper presented at the annual convention of the
American Psychological Association, Honolulu.
- Mesmer, E., Duhon, G., **Oehler-Stinnett, J.**, Rinderkenect, R., & Schneider, A. (2004).
Consultation practice in school psychology: Skill deficits or systemic problems. Poster presented
at the annual convention of the National Association of School Psychologists: Dallas, TX.
- Lightborn, Y., & **Oehler-Stinnett, J. J.** (2004). *Motivation and academic achievement of
middle school African American youth*. Poster presented at the annual convention of the National
Association of School Psychologists: Dallas, TX.
- Cagle, L., **Oehler-Stinnett, J. J.**, Adams, H., Choate, K., and Boykin, C. *The Cognitive
Assessment System Planning Ability and the Conners Rating Scale as measures of Impulsivity*.
Paper presented at the annual convention of the American Psychological Association, Boston.
- Palmer, L., **Oehler-Stinnett, J. J.**, Choate, K., Adams, H., Cagle, L., and Boykin, C.
*Comparison of the Behavior Assessment System for Children and Computerized Performance
Tests for Assessment of ADHD*. Paper presented at the annual convention of the American
Psychological Association, Boston.
- Oehler-Stinnett, J. J.**, Adams, H., Boykin, C., Cagle, L., Choate, K., Delosantos, J., and
Palmer, L. (1999). *Comparisons of Direct Measures of Attention for Assessment of ADHD*. Paper
presented at the National Association of School Psychologists Annual convention, Las Vegas.

• **REGIONAL/LOCAL PRESENTATIONS**

- Duhon, G. J.**, Davis, C. R., **Stinnett, T. A.**, & Hodge, L. (February, 2005). Perry
Professional Development School Project: Improving General & Special Education Outcomes
Through System Change. Invited presentation at the Oklahoma Council of Exceptional Children's
annual convention: Norman, OK.
- Duhon, G. J.**, & **Mesmer, E. J.**, (February, 2005). Identifying at risk Populations
through STEEP (Screening to Enhance Equitable Placement in Special Education. Invited
presentation at the Oklahoma Council of Exceptional Children's annual convention: Norman, OK.
- Duhon, G** & **Mesmer, E.** (2004, August). Implementing School-Building Level
Committees. Highland Park Elementary, Stillwater, Oklahoma
- Mesmer, E.** (2002). Developing Guidelines for the Assessment of Students Suspected of
having an Emotional Disturbance – Part II. Allegany County Public Schools, Cumberland,
Maryland.
- Mesmer, E.** (2001). Developing Guidelines for the Assessment of Students Suspected of

having an Emotional Disturbance – Part I. Allegany County Public Schools, Cumberland, Maryland.

- Mesmer, E., Welch, C. & Diamond, T.** (2001). What is ED? And other Behavioral Issues. Professional Development In-Service Training. District of Columbia Public Schools, Washington D.C.
- Duhon, G. J.** (March 2000). S.T.E.E.P. – A manual for assessing elementary school children's academic functioning with reference to the curriculum and their peers.. Paper presentation at Super Conference: Baton Rouge, LA.
- Duhon, G. J** Components of developing a behavior plan. (June 2000). Invited presentation at the Louisiana State University Summer Institute: Baton Rouge, LA.
- Duhon, G. J** Decreasing Referrals by Careful Screening, Intervention, and Intervention Implementation. (November 2000). Featured presentation at the Louisiana School Psychological Association: Baton Rouge, LA.
- Duhon, G. J** Assessments designed to reduce special education referral and placement of minority students. (August 1999). Inservice presentation for Terrebonne Parish Pupil Appraisal. Houma, LA.
- Choate, K.T., Cruce, M.K., Stinnett, T.A., Jackson, B.L., Crawford, S.A., & Langford, C.A. (2000). *Pre-Service Teachers' Lack of Knowledge of the Methods of Contraction of HIV/AIDS*. Paper/Poster presented at the 2000 Southwestern Regional Child Health Conference, Oklahoma City, OK.
- Stinnett, T. A., Oehler-Stinnett, J. J., & Carlson, J. S.** (1998). *A Student's Guide to Presenting Research at Professional Association Conferences: What, Why, and How*. Paper presented at the annual conference of the Rocky Mountain Educational Research Association. Edmond, OK.