

College of Liberal Arts and Sciences

Department of Psychology

School Psychology Program

Specialist in School Psychology (S.S.P.)

01/22/20

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1. Introduction

Instituted in 1978, the NIU Department of Psychology has had a school psychology educational license program that provides comprehensive training in general psychology as well as specialized training in the applied area of school psychology. The program received full approval from the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) in 1992 and has maintained this status. The primary goal of the program is to train school psychologists to work in schools. Coursework and practica experiences provide a synthesis of essential theoretical and applied approaches across developmental, cognitive, social, and behavioral areas. Graduates of the program are prepared to function in multiple practitioner roles including delivering evidenced-based intervention, assessment, and consultation services to children, educators, and families.

We currently have two programs in School Psychology, a Ph.D. program (no changes requested), and a M.A. +30 credits that is in the process of being formalized this year (in 2020), as an S.S.P. degree program (Specialist in School Psychology). This assessment plan is for the S.S.P. degree program.

2. Student Learning Outcomes (SLOs)

1. Students will demonstrate knowledge of the basic methodology and content foundations of the field of psychology.
 - Completion of M.A. degree in psychology achieving at least a 3.00 grade point average
2. Students will demonstrate the foundational knowledge including ethics, law, professional issues, assessment, intervention, and consultation that are essential to the profession of school psychology.
 - Students will pass the state of Illinois School Psychology content examination, passing in all three substantial test content areas (human development, diversity, and learning; prevention, intervention, and collaboration to support students; and schools, systems, research, and the practice of school psychology).
3. Students will demonstrate competency in planning and using appropriate and ecologically-based, empirically-validated **assessment approaches** for systems and individuals.
 - Students receive ratings from practicum supervisor indicating developing competency on items related to planning, choosing, utilizing, and interpreting assessments of systems and individuals.
 - Students receive “satisfactory” or above ratings by faculty on internship portfolio evidence for assessment competencies.
4. Students will demonstrate competency in using appropriate and ecologically-based, empirically-validated **intervention approaches** for systems and individuals.
 - Students receive ratings from practicum supervisor indicating developing competency on items related to intervention.
 - Students receive “satisfactory” or above ratings by faculty on internship portfolio evidence for intervention competencies.
5. Students will be prepared to function as entry-level school psychologists who can synthesize research design research studies i.e., be consumers and producers of research.
 - Students receive a passing score on the School Psychology Program competency exam, scored by faculty.

- Students receive “satisfactory” or above ratings by faculty on internship portfolio evidence for research competencies.

4. Curriculum Map

Course	Program Student Learning Outcomes					
	1. Students will demonstrate understanding of the basic methodology and content foundations of the field of psychology.	2. Students will demonstrate the foundational knowledge of the profession of school psychology.	3. Students will demonstrate competency in planning and using appropriate and ecologically-based, empirically-validated assessment approaches for systems and individuals.	4. Students will demonstrate competency in using appropriate and ecologically-based, empirically-validated intervention approaches for systems and individuals.	5. To prepare entry-level school psychologists who will be consumers and producers of research.	
PSYC 604	B				B	
PSYC 639		B	B	B	B	
PSYC 640	B, D	B, D	D			
PSYC 517	D		D	D		
PSYC 690 (take each semester)	B, D, P				B, D, P	
PSYC 606	D				D	
PSYC 611	D					
PSYC 646		D	D	D	D	
SESE 603		D	D	D		
PSYC 620	D				D	
PSYC 595			D	D		
PSYC 653 (1 st year)		B	B	B		
PSYC 645		D		D	D	
PSYC 647		D		D		
PSYC 648		D	D	D	D	
PSYC 653 (2 nd year)		D	D	D		
PSYC 676	D	D				

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	1. Students will demonstrate understanding of the basic methodology and content foundations of the field of psychology.	2. Students will demonstrate the foundational knowledge of the profession of school psychology.	3. Students will demonstrate competency in planning and using appropriate and ecologically-based, empirically-validated assessment approaches for systems and individuals.	4. Students will demonstrate competency in using appropriate and ecologically-based, empirically-validated intervention approaches for systems and individuals.	5. To prepare entry-level school psychologists who will be consumers and producers of research.		
PSYC 656	P	P	P	P	P		
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.							

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
The Illinois Educational Licensure Exam (School Psychologist)	The Illinois Educational Licensure Exam (School Psychologist) is utilized as an assessment of program competencies. All students in the NIU program are required to complete the test administered by the Illinois State Board of Education (ISBE). Students must receive a passing score on this exam in order to obtain licensure as a school psychologist in the state of Illinois. The test covers three content areas: Human Development, Diversity, & Learning; Prevention, Intervention, and Collaboration to Support Students; and Schools, Systems, Research, and the Practice of School Psychology	The School Psychologist test is scored on a scale of 100 – 300. Both the Illinois State Board of Education and the NIU program have established a total score of 240 as the minimum score for passing this exam.	100% of all students will pass the test.	By July 30 th of the summer before internship begins for each student.	Program Director	2

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Second year practicum field supervisor rating scale.	Throughout the second-year practicum, each student's performance is carefully evaluated by their field-based supervisor. Program competencies are evaluated by the direct observation of the student (e.g., cognitive/academic and social/behavioral assessments and interventions, mental health services, consultation, professional development).	Candidates must receive a score of 3-Competent, or 4-Highly Competent for each item on their final evaluation to meet program expectations. A successful student will obtain a final supervisor rating that averages at least a 3.00 on each of the domains.	100% of students will meet the student-level achievement criteria.	Student performance is summarized by the completion of a comprehensive rating scale twice a year by the field-based supervisor.	Field supervisors, practicum course supervisor.	3, 4
Portfolio of Evidence for internship competencies on internship	Portfolio evidence is evaluated for each program objective and NASP domain of training and practice on the suitability and quality of evidence, Students receive a rating on each objective/domain for each dimension (Excellent, Satisfactory, Unsatisfactory).	Candidates must receive a score of at least 2-satisfactory on each piece of evidence related to the relevant competency. The scale is 3-Excellent, 2-Satisfactory, 1-Unsatisfactory.	100% of students will meet the student-level achievement criteria.	Students turn in portfolios by April 15 each spring of the internship year.	Program director, faculty	3, 4, 5

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Competency exam	The Second-Year Competency Examination allows students to demonstrate knowledge obtained during their first year in the program via consuming research on evidence-based practices in school psychology. There is a heavy emphasis on synthesizing the research on culturally sensitive practice in school psychology. Students are provided with a reading list to prepare for the exam for three months and answer two long essay questions. At least two program faculty read each answer. The two faculty then meet to discuss each answer and reach a consensus on the grade for each question as High Pass, Pass, Conditional Pass, or Fail.	Students are given two opportunities to take the exam and must achieve the required score of “Pass” or above.	100% of students will meet the student-level achievement criteria.	The exam is taken in the summer between the 1st and 2nd year in the program.	Program faculty	5

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Alumni Survey	Graduates are asked to complete a self evaluation survey. The survey is completed anonymously using a 5-point rating scale to rate their satisfaction with and preparation in program competencies (1= Poor, 2= Fair, 3= Good, 4= Very Good, 5= Excellent). Finally, alumni are asked to provide information on professional organizations joined, professional accomplishments, additional training received, supervision experiences, and professional certifications or licenses received.	The program views ratings at or above 3.00 to be acceptable (although we seek to obtain student exit ratings in the 4 – 5 point range).	95% of graduates will have an average rating of 3.00 and above.	Approximately every five years.	Program Director	2, 3, 4, 5
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.</p> <p>^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	Students will demonstrate understanding of the basic methodology and content foundations of the field of psychology.	Students will demonstrate the foundational knowledge of the profession of school psychology.	Students will demonstrate competency in planning and using appropriate and ecologically-based, empirically-validated assessment approaches for systems and individuals.	Students will demonstrate competency in using appropriate and ecologically-based, empirically-validated intervention approaches for systems and individuals.	To prepare entry-level school psychologists who will be consumers and producers of research.		
Competency exam	F, D				F, D		
Graduation with M.A.	S, D						
Second year practicum field supervisor rating scale.		F, D	F, D	F, D	F, D		
The Illinois Educational Licensure Exam (School Psychologist)		S, D					
Portfolio of Evidence for internship competencies on internship		S, D	S, D	S, D	S, D		
Alumni Survey	S, I	S, I	S, I	S, I	S, I		
<p><i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.</p>							