Education Specialist
(Ed.S.) Program
School Psychology
CECH
2014

Primary Faculty:
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I. Program Overview

The Specialist-Level (Ed.S.) School Psychology Program at the University of Cincinnati is dedicated to preparing highly competent professional school psychologists according to the scientist-practitioner model. In their role, school psychologists collaborate with teachers, families, and other school and community stakeholders to support the academic, social, emotional, and behavior development of children. As a result of their comprehensive training, UC Ed.S. graduates are prepared to make significant contributions to this challenging field through the most up-to-date and research-based professional practice, child and family advocacy, and leadership for best practices. The Ed.S. Program includes 2 years of full-time study followed by a 10-month (1500 clock hour) full-time supervised internship in a school setting. Students complete requirements for the Masters degree (M.Ed. in Foundations in Behavior Analysis) in the course of this 3-year program at the end of Year 1.

The Program has attained a high level of national recognition and visibility as a result of its leadership in developing training methods and its state-of-the-art curriculum. Since 1983, the Specialist Program has been fully approved with the National Association of School Psychologists (NASP) and the educator preparation provider (UC College of Education, Criminal Justice, and Human Services) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The Program also is the only school psychology program accredited by the Association for Behavior Analysis International (ABAI) and the curriculum includes a course sequence approved by the Behavior Analyst Certification Board (BACB) for credentialing as a Board Certified Behavior Analyst.

This specialist-level preparation leads to Ohio Department of Education licensure in school psychology. It also meets training requirements for National Certification in School Psychology (NCSP) administered through NASP, and consistent with these national standards, meets licensure requirements for many other states. Graduates work in schools and other community and educational settings as professional school psychologists promoting positive academic and mental health outcomes for students.
II. Program Outcomes

Original Program Learning Outcomes:

Students who obtain an Education Specialist degree in School Psychology from the University of Cincinnati will:

1. Integrate knowledge and professional skills across domains of school psychology practice to deliver a comprehensive range of services that result in direct, measurable, positive outcomes for children, families, and schools.

2. Demonstrate competent practices across all areas of service delivery using data-based decision making, consultation, and collaboration.

3. Demonstrate competence in both direct and indirect services including student-level services (academic and behavioral) and systems-level services (school-wide practices to promote learning, preventive and responsive services, and home-school collaboration).

4. Demonstrate professional, ethical, and personal behaviors consistent with responsible and effective practice in school psychology.

Revised Program Learning Outcomes:

Students who obtain an Education Specialist degree in School Psychology from the University of Cincinnati will:

1. Integrate knowledge and professional skills across domains of school psychology practice to deliver a comprehensive range of services that result in direct, measurable, positive outcomes for children, families, and schools.

2. Demonstrate competent practices using data-based decision making, consultation, and collaboration across all areas of service delivery.

3. Demonstrate competence in both direct and indirect services including student-level services (academic and behavioral) and systems-level services (school-wide practices to promote learning, preventive and responsive services, and home-school collaboration).

4. Demonstrate professional, ethical, and personal behaviors consistent with responsible and effective practice in school psychology.
## III. Curriculum/Program Map

### Program Learning Outcomes

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### Required Courses Identified in P-1

- **PSYC7031-Bio Bases of Behavior Across Lifespan**
- **SPSY7042-Working w/ Cultural and Linguistic Diversity in Schools**
- **SPSY7045-Frameworks Disabilities and Disorders in Childhood**
- **SPSY8012-Behavior Research and Accountability Methods**
- **SPSY8015-Functional Behavioral Assessment**
- **SPSY8027-School-based Behavioral Counseling & Mental Health**
- **SPSY8031-Sysms-level Consult & Prog Eval**
- **SPSY8040-Pro Seminar in School Psychology**
- **SPSY8061-School Psychology Practicum**
- **SPSY8065-Internship in School Psych: Spec Level**

### KEY

- **E** - Emerging
- **D** - Developed
- **A** - Achieved
IV. Methods and Measures

The following assessment data will be collected to monitor student progress in the Program and achievement of learning objectives:

**Course Performance.** Students will complete coursework supporting empirically-based practice. Courses include the most up-to-date research on reliable and valid assessment measures and effective strategies for promoting positive learning and behavior outcomes for children. Program expectations are for students to earn minimum grades of “B” in all coursework. Course grades will be used to assess Program Learning Outcomes #1-4.

**Annual Student Assessment and Progress Report.** The Annual Student Assessment and Progress Report is used to evaluate students’ personal/interpersonal and professional behaviors during Year 1. Faculty rate student behavior on a scale of 1-4. Qualitative performance feedback elaborates on ratings and is shared with the student, and a written plan for continued development is generated. Program expectations are for students to earn ratings of at least 3 (appropriate for level of training) on all items by the end of Year 1. Ratings on this measure will evaluate Program Learning Outcome #4.

**Practicum Competency Checklist (PCC).** The PCC is used to rate students’ professional knowledge, skills, and behavior in pre-school and school settings in practicum. The PCC includes the assessment of skills critical to the role of school psychologist. It is completed on three occasions (Fall, Winter, Spring) by field supervisors to assess students growth. Students are rated on a 4-point scale. Program expectations are for students to earn ratings of at least 3 (Proficient) on all items by the end of the practicum year. The validity of the PCC is established by the alignment between items on the PCC and features of empirically-supported practices. The reliability of the instrument has been established through the consistency of ratings of scholars across field supervisors as practicum students have at least two field supervisors. The PCC is used to evaluate Program Learning Outcomes #2, #3, and #4.

**Pre-Internship Portfolio.** The Pre-Internship Portfolio is used as an assessment of students’ empirically-based knowledge and skills as demonstrated through their practicum intervention cases. At the end of the practicum year, they are used to assess readiness for the Ed.S. Internship. Portfolio entries provide a narrative of the consultations including results, with graphs of children’s’ progress, and a discussion of the outcomes and alignment of the case with evidence-based practice. Summing up statistics provide evidence of students’ impact on the children they serve. Portfolio entries are reviewed by faculty and rated using scoring rubrics. Program expectations are for students to earn overall case ratings of 3 (Competent) for all Pre-Internship Portfolio cases. Faculty ratings of portfolio case entries will be used to evaluate Program Learning Outcomes# 2 and #3 and child outcome data reported in entries will be used to evaluate Program Learning Outcome #1.

**Intern Competency Checklist (ICC).** The ICC is a measure used to rate students’ professional knowledge, skills, and behavior across the culminating field experience, the
Ed.S. Internship. The ICC targets key skills related to the practice of professional school psychology. It is completed as a student self-assessment prior to the start of internship and on three occasions (Fall, Winter, Spring) by field supervisors to assess students’ growth over time. Students are rated on a 4-point scale. Program expectations are for students to earn ratings of 3 (Competent; appropriate for independent professional functioning) on all items by the end of the internship. Like the PCC, ICC items are aligned with critical features of empirically-supported practices and inter-rater reliability is established across field supervisors. The ICC is used to evaluate Program Learning Outcomes #2, #3, and #4.

Ed.S. Internship Portfolio. The Ed.S. Internship Portfolio is used as an assessment of students’ professional knowledge and skills as demonstrated through their internship intervention cases. Portfolio entries provide a narrative and include results and summing up statistics to provide evidence of students’ impact on the children they serve. Portfolio entries are reviewed by faculty and rated using scoring rubrics. Program expectations are for students to earn overall case ratings of 3 (Competent; mastery level competence for independent practice) for all Internship Portfolio cases. Faculty ratings of portfolio case entries will be used to evaluate Program Learning Outcomes #2 and #3 and child outcome data reported in entries will be used to evaluate Program Learning Outcome #1.

Praxis II: National School Psychology Examination. Students are required to earn a passing score on the Praxis II: National School Psychology Examination. The exam assesses student knowledge across domains of school psychology practice and is required for credentialing in Ohio and as a Nationally Certified School Psychologist. Praxis scores will be used to evaluate Program Learning Outcomes #2, #3, and #4.

Alumni Survey. Alumni surveys have been completed by the Program every 3 to 5 years to obtain feedback from alumni on their perceived satisfaction with training and their assessment of their preparation to be highly competent school psychologists trained across NASP domains and areas of Program emphasis. The Alumni Survey will be used to evaluate all Program Learning Outcomes.

Employer Survey. Employer surveys have been completed every 3 to 5 years to evaluate employers’ perceptions of graduates training and preparation for professional practice in school psychology. The Employer Survey will be used to evaluate all Program Learning Outcomes.
<table>
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<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
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<tr>
<td>1. Integrate knowledge and professional skills across domains of school psychology practice to deliver a comprehensive range of services that result in direct, measurable, positive outcomes for children, families, and schools.</td>
<td>Course Performance (E, D) Pre-Internship Portfolio Child Outcome Data (A) Ed.S. Internship Portfolio Child Outcome Data (A) Alumni Survey (A) Employer Survey (A)</td>
<td>SPSY8015 SPSY8027 SPSY8061 SPSY8065</td>
<td>Course Performance is evaluated each semester; The Pre-Internship Portfolio is completed in Year 1 (Spring); The Ed.S. Internship Portfolio is completed in Year 2 (Spring); Alumni and Employer Surveys will be completed every 3-5 years</td>
<td>Instructors are responsible for evaluating course performance; Program faculty evaluate child outcome data reported in Portfolios; Faculty responsible for distributing Alumni and Employer Surveys</td>
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<td>2. Demonstrate competent practices using data-based decision making, consultation, and collaboration across all areas of service delivery.</td>
<td>Course Performance (E, D) Pre-Internship Portfolio (A) PCC (A) Ed.S. Internship Portfolio (A) ICC (A) Praxis II (A) Alumni Survey (A) Employer Survey (A)</td>
<td>SPSY8012 SPSY8031 SPSY8061 SPSY8065</td>
<td>Course Performance is evaluated each semester; The Pre-Internship Portfolio and PCC is completed in Year 1 (Spring); The Ed.S. Internship Portfolio and ICC is completed in Year 2 (Spring); The Praxis II is taken in Year 2; Alumni and Employer Surveys will be completed every 3-5 years</td>
<td>Instructors are responsible for evaluating course performance; Program faculty evaluate portfolio entries; Field supervisors complete PCC and ICC ratings; Praxis II scores are reported to UC by ETS; Faculty responsible for distributing Alumni and Employer Surveys</td>
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<td>3. Demonstrate competence in both direct and indirect services including student-level services (academic and behavioral) and systems-level services (school-wide practices to promote learning, preventive and responsive services, and home-school collaboration).</td>
<td>Course Performance (E, D) Pre-Internship Portfolio (A) PCC (A) Ed.S. Internship Portfolio (A) ICC (A) Praxis II (A) Alumni Survey (A) Employer Survey (A)</td>
<td>SPSY7045 SPSY8031 SPSY8061 SPSY8065 PSYC7031</td>
<td>Course Performance is evaluated each semester; The Pre-Internship Portfolio and PCC is completed in Year 1 (Spring); The Ed.S. Internship Portfolio and ICC is completed in Year 2 (Spring); The Praxis II is taken in Year 2; Alumni and Employer Surveys will be completed every 3-5 years</td>
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<td>4. Demonstrate professional, ethical, and personal behaviors consistent with responsible and effective practice in school psychology.</td>
<td>Course Performance (E, D) Annual Self-Assessment and Progress Report (A) Pre-Internship Portfolio (A) PCC (A) Ed.S. Internship Portfolio (A)</td>
<td>SPSY7041 SPSY7042 SPSY8040 SPSY8061 SPSY8065</td>
<td>Course Performance is evaluated each semester; The Pre-Internship Portfolio and PCC is completed in Year 1 (Spring); The Ed.S. Internship Portfolio and ICC is completed in Year 2 (Spring); The Praxis II is taken in Year 2; Alumni and Employer Surveys will be completed every 3-5 years</td>
<td>Instructors are responsible for evaluating course performance; Students and faculty evaluate students using Annual Self-Assessment and Progress Report; Program</td>
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Notes: A = Annual, D = Diabetic, E = Educational, PCC = Program Competency Checklist, ICC = Internship Competency Checklist.
| ICC (A)          | Praxis II (A) | Alumni Survey (A) | Employer Survey (A) | 2; Alumni and Employer Surveys will be completed every 3-5 years | faculty evaluate portfolio entries; Field supervisors complete PCC and ICC ratings; Praxis II scores are reported to UC by ETS; Faculty responsible for distributing Alumni and Employer Surveys |
V. Assessment Infrastructure

The Assessment Process for the Education Specialist Program in School Psychology will occur under the oversight of the Program Coordinator and Program faculty, with input from adjunct instructors and field supervisors affiliated with the Program as well as Program students. The Program is currently approved by the National Association of School Psychologists and Association for Behavior Analysis International, which require periodic program reviews to maintain approval/accreditation status. Given the requirements of these accrediting bodies, along with University Graduate Program Reviews, Program faculty systematically and regularly review assessment data for continuous improvement and for external reporting. Data are compiled, organized, and stored by the Program Coordinator, with assistance from School program support staff and the College’s Office of Assessment and Continuous Improvement.

Program faculty meet weekly and regularly discuss student performance in class and field settings. Students meet with their advisor each semester and are given feedback on their performance in the Program. At the end of the Spring Semester, faculty review student performance on major Program assessments, including the Pre-Internship and Ed. S. Internship Portfolios, discussing strengths and areas for targeted improvement for individual students and for the Program. Program faculty meet for Program data retreats and curriculum reviews prior to the start of the fall semester and again at the end of the spring semester. These meetings are used to examine Program data, monitor the alignment of curriculum and student outcomes with accreditation standards, and to plan changes as needed based on the data.

Support for data collection, management, and reporting is provided through the College of Education, Criminal Justice, and Education (CECH) Office of Assessment and Continuous Improvement (OACI). Data is entered through web-based rubrics and assessments by the end of each semester. Over the summer OACI generates program specific reports and provides them electronically and in hardcopy to each program. Program faculty review and use these data in their program development and continuous improvement efforts, with documentation of specific actions and steps taken. OACI also has a web site that has all the assessment documents that are developed and maintained for use by program faculty that have national accreditations. For those programs that do not have this set up because they are beginning the assessment process, web sites will be set up during next year.

Policies and procedures for data collection, analysis, and use are summarized in the improvement cycles below:

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<th>Program Improvement Cycle: For Fall Semester Program Meetings (Summer Work)</th>
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<td>The following data is aggregated and summarized for decision-makers in program areas:</td>
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<tr>
<td>• Performance on all assessments</td>
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<td>• Handbook and materials developed for students reviewed</td>
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- Data posted to web site

**By December 1 (Program faculty responsible)**
- Data-based decisions made regarding the programs submitted to OACI
- Areas needing attention identified
- Curriculum proposals for curriculum adjustment/maintenance generated
- Candidates informed of program improvements in response to data

**By February 1 (Program Faculty responsible; Program Coordinator)**
- Finalize major curriculum changes

**During Spring Semester, April 1 (Program Coordinator submits info to appropriate office)**
- Record approved curriculum changes
- Update curriculum map
- Update curriculum guides, degree progress audits (DARS), program outlines
- Update evaluation forms for spring semester distribution

**Late Spring Semester (by April 15)-Program Coordinator works with Dean’s office, Student Services Center (SSC)**
- Dean’s office submits official updates to CECH website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole re: edits to curriculum guides and program outlines.]
- Implement program improvements; continue to collect data on candidates and programs

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**VI. Findings**

N/A
VII. Use of Findings

N/A