

# Master Document for the Other School Personnel Program in School Psychology

## Program Profile

Program Domain or Discipline: School Psychology

Name of Program: Preparation Program for School Psychology with Specialist Degree

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## Program Information

Program Type: Other School Personnel

Program Route: Traditional

Degree or Award Level: Specialist

Status: Non-profit IHE

Program Sites: Main/Residential Campus

Delivery Modes: Hybrid

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## Program Overview

The school psychology program at the University of Kentucky prepares candidates as psychological specialists with expertise in education in diverse settings. The program is designed to be completed within three years and results in candidates' eligibility for School Psychology certification. The program adheres to training standards set forth by the National Association of School Psychologists (NASP), the program's specialized professional association (SPA). The School Psychology Program has been Nationally Recognized by NASP since 1989 and is currently Nationally Recognized with Conditions effective January 1, 2015. A fuller program overview can be found in Folder 1: Program Overview.

## Conceptual Framework

The school psychology program at the University of Kentucky is designed to educate and prepare candidates to be applied psychological specialists with expertise in education in diverse educationally related settings. The sequence of coursework and experience is organized to provide knowledge in (a) the core areas of psychology, education, and research methodology and (b) a professional psychology core. Through a systematic exposure to the research and theories of psychology and education, and the skills of the psychological service provider, each candidate will develop a personal integration of scientific and professional expertise and commitment. (The full Conceptual Framework for the School Psychology Program is found in Folder 2 of the Program Submission.)

## Continuous Assessment

### a. Overview of Continuous Assessment Plan

Candidate progress is assessed at numerous points in the program from the point of admission until completion of the Ed.S. degree. Monitoring checkpoints for assessment include:

- Admission review
- Continuous interaction with core faculty
- Master's examination and portfolio
- Practicum performance evaluation
- PRAXIS-II examination
- Internship performance evaluation
- EdS Case Study and Final Oral examination

### b. Alignment with Standards

The School Psychology Program is recognized by the National Association of School Psychologists (NASP) which is an organization member of the National Council for Accreditation of Teacher Education. As such, the program and assessment is integrated with these standards (see documents A, B, and C detailing alignment with NASP Standards” in Folder 3: Program Continuous Assessment for details.)

### c. Assessment 1: Content Knowledge Praxis 2

Candidates typically take (and must pass at state designated levels) the Praxis II (School Psychology specialty exam) in the 4<sup>th</sup> semester of the program. It is required for the Kentucky Provisional Certification necessary for candidates to be eligible for internship (see sub-folder “C. Assessment 1 – PRAXIS-II” for student performance on the Praxis-II over the past three years).

### d. Assessment 2: Course Grades, Master's Oral Exams

Required coursework and Master's Examination are used to assess candidates' mastery of professional content knowledge. Candidates must earn a grade of “B” or better in order to earn credit for required coursework. If a grade of “B” is not earned, candidates must re-take the coursework and earn “B” or better. Data relating to course grades and the results of the masters examination are summarized annually in reviewing the relationship between these measures and overall student performance in the program.

### e. Assessment 3: Practicum Evaluation

During the second year, candidates are evaluated by field supervisors in addition to completing cases at the on-campus clinic under direct supervision of faculty. Candidates must successfully complete all practica at satisfactory levels based on both field supervisor and faculty evaluation. A candidate who has not successfully completed practica will not be allowed to enter internship (see “F. Assessment 4 – Practicum Internship Supervisor Ratings” for a copy of the practicum supervisor rating form).

### f. Assessment 4: Internship Supervisor Evaluation

During the third year internship, candidates are evaluated by field supervisors in addition to submitting logs and other documentation to faculty. Candidates must successfully complete the internship both as a degree requirement and as for a standard certification recommendation from the program (see “H. Assessment 5 – Internship Supervisor Ratings” for a copy of the internship supervisor rating form).

g. Assessment 5: Faculty Evaluation of Internship

Candidates enrolled in internship are evaluated via formative and summative coursework, in addition to the formative (mid-point) and summative (year-end) evaluations completed by their field-based supervisors. Culminating activities for the internship include multiple assessments.

h. Assessment 6: EdS Oral Examinations

At the end of the internship year, candidates must complete a case study and present the case study to Program faculty. The student must describe an academic or behavioral intervention employed within a school setting during the internship year and demonstrate benefits on student learning and/or behavioral functioning. The case study and defense is rated by three program faculty (see “H. Assessment 6 – EdS Oral Examination” for the rubric utilized during the case presentation and defense).

i. Assessment 7: Alumni Survey

The program uses a survey to collect information from program graduates (i.e., “Alumni Survey”) to evaluate graduates’ opinions about the relevance, professional competence, and satisfaction with their EdS training. The survey is distributed every 1-2 years to collect information from alumni using the University of Kentucky’s Qualtrics survey database program.

## Program Experiences

a. Overview of the School Psychology Program and Description of Required Coursework

The program of study for the UK Ed.S. degree in school psychology has four objectives: (a) to meet the criteria for school psychology training developed by the National Association of School Psychologists, currently the 2010 standards; (b) to offer a varied curriculum that enables the candidate to develop multiple skills; (c) to explore individual interests while focusing on a selected area of expertise; and (d) to permit graduates to qualify for certification in Kentucky and many other states as school psychologists. Although specific numbers of credit hours required for program completion are determined by the candidates’ prior graduate and undergraduate preparation, the UK School Psychology Ed.S. program requires a minimum of 71 graduate semester hours beyond the bachelor’s degree, including credit earned for internship. Candidates are expected to spend a minimum of two full years (including fall, spring, and summer terms) in academic study to complete their required coursework, followed by a one-year, full-time internship supervised by a licensed school psychologist or a certified school psychologist.

b. Integration of EPSB Themes within the School Psychology Program

Candidates in the School Psychology Program are required to document proficiencies related to the following four EPSB themes of diversity, assessment, closing the achievement gap, and reading/literacy. (A full discussion of the integration of EPSB themes into the program is found in Folder 4, Program Experiences.)

c. Integration of Code of Ethics

The Code of Professional Ethics is a key feature of the School Psychology Program. Candidates are required to enroll in courses that are specific to legal and ethical issues in the profession.

d. Integration of Unbridled Learning Themes

Although the School Psychology Program does not prepare educators, the School Psychology Program supports the range of initiatives in Kentucky grouped under the general title and concept of “Unbridled Learning” that apply to various educator preparation programs. Of the various initiatives included under the “Unbridled Learning” initiative, training within the School Psychology Program is most directly linked with the **Characteristics of Highly Effective Teaching and Learning (CHETL)** initiative. The School Psychology Program faculty is also aware of recent adoption of the **Other Professional Growth and Effectiveness System (OPGES)**, which directly links to candidate training in school psychology. Each initiative is discussed in turn.

#### Program Faculty

a. Program Faculty Table

The table that details the program faculty for School Psychology, including their roles and assignments in the program is to be found in Folder 5: Program Faculty.

b. Program Faculty Vitae

A curriculum Vita for each program faculty member identified in the Program Faculty Data is to be found in Folder 5: Program Faculty.

#### Program Course Syllabi

A single document has been created containing the syllabi for all of the courses in the School Psychology program. This document includes a table of contents to facilitate easy movement from one syllabus to another. The syllabi document is found in Folder 6.

#### Curriculum Contract/Guidesheet

a. Curriculum Contract

The Curriculum Contract for the School Psychology program is found in Folder 7.

b. Program Handbook and Student Documentation of Orientation and Receipt of Handbook

A Program Handbook that is distributed to all candidates in the School Psychology program is included as a supporting document. It is found in Folder 7: Curriculum Contract/Guidesheet.

**Rejoinder to Comments from the EPSB on the program in Middle School Education, 5-9,  
UG, EPSB Comments June 26, 2015**

**SCHOOL PSYCHOLOGIST (Provisional Certificate for Rank 2; Standard Certificate  
with Specialist degree for Rank I)**

EPSB Comment 1: The monitoring checkpoints are not clearly identified in the Continuous Assessment. What are the checkpoints and which assessments are aligned with each checkpoint? These checkpoints are identified on the curriculum contract/guidesheet but they are not included in the Continuous Assessment portions of the documents.

*The Program Continuous Assessment Plan document has been updated (see Continuous Assessment \ A. Overview of Continuous Assessment Plan \ “School Psychology Continuous Assessment System with edits.docx”). In Section G. Program Continuous Assessment Monitoring Checkpoints (p. 4), A table that summarizes the checkpoints and the assessments corresponding with the checkpoints (i.e., Table 1. Alignment of Program Checkpoints and Assessments) has been added.*

EPSB Comment 2: The teaching assignment in this program for each faculty member is not identified on the faculty matrix.

*The Clinical Faculty Chart has been updated with the requested information and highlighted assignments in the far right-hand column. The assignments appear in the revised Clinical Faculty chart (see Program Faculty \ A. Program Faculty Table \ “School Psychology Clinical Faculty Table v2.docx”).*

EPSB Comment 3: EDP 616, EPE 619, and HDI courses 600, 602, 603 and 604 are included in the course description details, but these courses do not appear on the curriculum contract/guidesheet.

*EDP 616, EPE 619, and the HDI courses 600, 602, 603, and 604 have been added to the Curriculum Contract under the appropriate categories. The courses are highlighted in the revised Curriculum Contract (see Curriculum Contract \ A. Curriculum Contract \ “School Psychology Curriculum Contract v2.docx”).*

EPSB Comment 4: The curriculum contract/guidesheet does not clearly demonstrate which courses are required for the provisional certificate and which are required for the standard.

*Information has been added regarding which courses are required for the provisional certificate and which are required for the standard certificate. The new information is highlighted in the revised Curriculum Contract (see Curriculum Contract \ A. Curriculum Contract \ “School Psychology Curriculum Contract v2.docx”).*

EPSB Comment 5: The web address in the Praxis disclaimer included on the curriculum contract

is not correct.

*The Curriculum Contract has been edited and now includes the required Praxis disclaimer.*

EPSB Comment 6: Course titles are not consistent throughout the documents.

*All course numbers are now consistent across documents. In addition, minor wording differences across documents have been corrected. The Curriculum Contract has been edited to align with official names of courses listed in the Course Description document. Revised course titles are highlighted in the Curriculum Contract document.*

**Second Rejoinder: SCHOOL PSYCHOLOGIST (Provisional Certificate for Rank 2;  
Standard Certificate with Specialist degree for Rank I)**

**EPSB Comments: November 11, 2015**

1. The teaching assignment in this program for each faculty member is not identified on the faculty matrix.

*The clinical faculty matrix has been updated to correct this problem.*

2. Course titles identified in the Program Experiences (Folder 4) are not consistent with the course titles identified on the curriculum contract.

*This problem has been reviewed and corrected.*