

Program Report for the Preparation of School Psychologists

National Association of School Psychologists(NASP)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM DD YYYY

03 / 10 / 2010

4. Report Preparer's Information:

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6. Name of institution's program

Ed.S. Degree Program in Psychology and Counseling: School Psychology

7. Levels for which candidates are being prepared ⁽¹⁾:

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

(1)These questions might be a Q&A link rather than including them as part of the directions. They should also be included in a set of guidelines for institutions preparing program reports.

8. Degree or award levels⁽¹⁾:

Educational specialist (Ed.S.)

9. Specific titles of degrees/awards that appears in official institutional documentation, such as transcripts, for program completers (e.g. Ed.S. in School Psychology, Certificate of Advanced Graduate Studies in School Psychology, PhD in Educational Psychology-School Psychology, etc.):

Educational Specialist (Ed.S.): Major: Psychology and Counseling: Concentration: School Psychology

10. Is this program offered at more than one site? 1 ⁽²⁾

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> | <input type="checkbox"/> |

(2)What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted. If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

11. If yes, list the sites at which the program is offered

12. Title of the certificate/state license for which candidates are prepared

School Psychology Specialist

13. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

14. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

Provide the following contextual information (in a narrative limited to 6 pages and in related attachments, as listed below). NOTE: If information for any of the seven items below already appears in one of the required attachments for this section, your narrative may simply refer to the attachment while citing the specific page number(s), (e.g., "see program's overall philosophy and goals on pages 2-3 of Program Handbook, Attachment I-C).

1. Description of any state or institutional policies that may influence the application of NASP standards.

2. Description of the administrative location of the program, including its relationship to the NCATE "unit" (typically, the college or school of education). Describe the support received from the institution and, if appropriate, others sources of support.

3. Description of the program's overall philosophy and goals, including any unique elements in the program or those it serves (NASP Standard 1.1). (Note that additional information under NASP standards 1.1-1.5 should be provided by programs in required attachments listed below).

4. Description of field experiences, including supervised practica and internship experiences required for the program. (NASP Standards 3.1-3.5) (Note that additional information under NASP standards 3.1-3.5 should be provided by programs in required attachments listed below).

PSY 7613 Practicum in School Psychology has been expanded to a 300 clock hour experience (150 per semester) spanning the fall and spring semesters. Details are provided later in this report.

5. Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions. (NASP Standard 4.2)

6. Description of the relationship⁽²⁾ of the program to the unit’s graduate conceptual framework (if applicable).

(2)The response should describe the program’s conceptual framework and indicate how it reflects the unit’s conceptual framework

7. Indication of whether the program has a unique set of program assessments and their relationship to the unit’s graduate assessment system (if applicable)⁽³⁾ .

(3)This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

8. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):

Attachment I A. Chart of Candidate Information

Attachment I B. Chart of Faculty Information

Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.

Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).

Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)

Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)

Attachment I G. Internship Summary

School Psychology Handbook	ASU Curriculum NASP Domain Matrix
Internship Agreement Form	PSY 6523 Behavioral Assessment & Intervention
PSY 6513 Advanced Educational Psychology	PSY 6573 Psychological Testing
PSY 6613 Professional Consultation	PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention in the Schools
PSY 7223 Research Design & Program Evaluation in Psychology & Counseling	PSY 7463 Couples & Family Counseling
PSY 7563 Theories of Learning	PSY 7613 Practicum in School Psychology
PSY 7823 Supervised Internship	PSY 6603 Professional School Psychology
PSY 6583 Individual Intelligence Testing	PSY 7513 Psychoeducational Assessment of Persons with Disabling Conditions
PSY 7523 Psychoeducational Interventions	COUN 6033 Social & Cultural Foundations of Counseling
PSY 7583 Developmental & Differential Psychology	PSY 7633 Physiological Psychology & Psychopharmacology
Candidate Information	

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state certification test in school psychology, you must substitute data from the Praxis II in School Psychology to show attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Name of Assessment ⁽⁴⁾	Type or Form of Assessment ⁽⁵⁾	When the Assessment Is Administered ⁽⁶⁾
<p>Assessment #1: (Required)- CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:</p>	<p>Praxis II National Examination in School Psychology</p>	<p>Final Semester of Supervised Internship Year</p>
<p>Assessment #2: (Required)- CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.</p>	<p>1. Course Grades 2. Comprehensive Examination (Parts I & II)</p>	<p>Each Semester Final Semester of Internship Year</p>
<p>Assessment #3: (Required)- PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.</p>	<p>Practicum in School Psychology Ratings by Field Supervisors</p>	<p>End of Fall Semester and End of Spring Semester of Practicum Year</p>

<p>Assessment #4: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.</p>	<p>Supervised Internship Ratings by Field Supervisors</p>	<p>End of Each Semester of Supervised Internship</p>
<p>Assessment #5: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.</p>	<p>School Psychology Student Portfolio</p>	<p>Final Semester of Supervised Internship Year</p>
<p>Assessment #6: (Required)- EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)</p>	<p>Two Case Studies (i.e., 1 Academic and 1 Behavioral)</p>	<p>Final 2 Semesters of Supervised Internship (i.e., 1 per semester)</p>
<p>Assessment #7: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.</p>	<p>Annual Reviews</p>	<p>End of Spring Semester of Every Academic Year</p>

models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	b	b	b	b	b	b	e	b
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	b	b	b	b	b	b	e	b
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.	b	b	b	b	b	b	e	b
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	e	b	b	b	b	b	e	b
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	b	b	b	b	b	b	e	b
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	b	b	b	b	b	b	e	b
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	b	b	b	b	b	b	e	b
2.9 Research and Program Evaluation: School psychologists have								

knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	§	b	b	b	§	b	§	b
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	b	b	b	b	b	b	€	b
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	§	b	b	b	b	b	§	b

2. III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

Information is provided in Section I.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

Information is provided in Section V.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge⁽⁷⁾
- Pedagogical and professional knowledge, skills and dispositions

- Focus on student learning

NOTE: DATA FOR EACH YEAR ARE TO BE REPORTED FOR THE PAST 3 OR MORE YEARS. (Note: During initial implementation of the template, the following minimum data can be submitted: (a) Fall 2006 and Spring 2007 reviews: data for a minimum of one semester/quarter for at least five assessments; (b) Fall 2007 and Spring 2008 reviews, data for a minimum of one year for ALL assessments; (c) Fall 2008 and Spring 2009 reviews, data for a minimum of two years for ALL assessments; (d) Fall 2009 reviews and beyond, data for a minimum of three years for ALL assessments. However, please note that many of the assessments have been required for NASP approval for several years; thus, it is expected that school psychology programs will submit three years of data for most assessments, even during this initial implementation period).

The specific information to be submitted for the state or national credentialing exam results is outlined in Assessment #1 below. For all other areas, provide the following evidence, plus any additional information requested in the applicable assessment area:

In narrative form:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III; and

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including⁽⁸⁾ :
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

(7)It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

(8)All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

The narrative section for each assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages. If courses are referenced in any documents, course numbers AND titles must be provided.

2. #1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam⁽⁹⁾ . If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted. In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the

exam; (c) the criterion score for passing the exam set by your program, (d) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then, in the Attachment for Assessment #1 provide aggregated data and scores derived from the assessment for all program candidates each year for the last three years, including the percentage of program completers each year that passed the exam.

Assessment #1 Narrative	Assessment #1 Data
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See **Attachments** panel below.

(9) NCATE will provide a link to a sample response for this requirement

4. #2 (Required)-CONTENT KNOWLEDGE: Program and/or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which content knowledge for NASP Standards 2.1-2.11 is addressed. Programs may use a combination of program or course-embedded content assessment methods for Assessment 2. Note: In Assessment #2, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. If a program uses a combination of program or course-embedded content assessment methods for Assessment 2, the program must provide assessment information (items 1-5) for EACH method.

Assessment #2-1 Narrative	Assessment #2-2 Narrative
Assessment #2-2 Part I Tool	Assessment #2-2 Part II Tool
Assessment #2-2 Part II Guide	

See **Attachments** panel below.

5. #3 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities. NOTE: This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment #3 Narrative	Assessment #3 Tool
Assessment #3 Data	

See **Attachments** panel below.

6. #4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Note: In Assessment #4, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Include complete assessment instrument.)

Assessment #4 Narrative	Assessment #4 Tool
Assessment #4 Data	

See **Attachments** panel below.

7. #5 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment #5 Narrative	Assessment #5 Curriculum Vita Guidelines
Assessment #5 Curriculum Vita Guide	Assessment #5 Multifactorial Evaluation Guidelines
Assessment #5 Multifactorial Evaluation Guide	Assessment #5 Behavioral Consultation Case Guidelines
Assessment #5 Behavioral Consultation Case PII Guide	Assessment #5 Behavioral Consultation Case PAI Guide
Assessment #5 Behavioral Consultation Case IEI Guide	Assessment #5 In-service Presentation Guidelines
Assessment #5 In-service Presentation Guide	Assessment #5 Technology Competencies Tool
Assessment #5 Technology Competencies Data	Assessment #5 Domain Matrix Guidelines
Assessment #5 Domain Matrix Tool	Assessment #5 Domain Matrix Guide

See **Attachments** panel below.

8. #6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).

NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

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Assessment #6 Narrative	Assessment #6 Guidelines
Assessment #6 Guide	Assessment #6 Data

See **Attachments** panel below.

9. #7 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment #7 Narrative	Assessment #7 Tool
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See **Attachments** panel below.

10. #8 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment #8-1 Narrative	Assessment #8-1 Tool
Assessment #8-1 Data	Assessment #8-2 Narrative
Assessment #8-2 Tool	

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

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SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have

been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Standards 1.1 & 1.3: In the fall of 2010 the program will only accept students in cohorts for the fall semester of each academic year. Both part-time and full-time plans of studies have been developed. Upon admission in the fall of 2010 and in subsequent academic years students will elect to complete the program on either a full-time or part-time basis. These changes will allow students to complete the program in a developmentally sequential and integrated fashion with all coursework being completed prior to enrollment in PSY 7823 Supervised Internship. PSY 7613 Practicum in School Psychology has been expanded to a two semester course (i.e., fall and spring of the second year). Students are now required to complete 150 clock hours per semester of supervised experiences for a total of 300 clock hours in a school setting. ELSE 5633 Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities has been removed to allow for the additional practicum.

Standard 1.2: The school psychology committee has recently engaged in an extensive curriculum review. Diversity statements have been added to a number of required courses. A majority of the course outlines in the syllabi have been revised to better reflect how diversity is addressed in the courses. A number of the evaluation tools (including ratings by field supervisors in school psychology practicum and supervised internship) have been revised and include separate sections designed to assess diversity. The school psychology program objectives have been recently revised specific to student diversity in development and learning.

Standard 1.4: Dr. Amy Claxton, a core school psychology faculty member has been moved to full-time status in the program. Additionally, Dr. Craig Jones, a member of the school psychology committee will now teach school psychology students in Year 1 Summer II in PSY 6513 Advanced Educational Psychology. This course has been added and PSY 7543 Theories of Personality has been deleted.

Standard 1.5: The Response/Documentation in the initial NASP program review specific to Standard 1.5 notes that the program has collaborated with the Arkansas School Psychology Association (ASPA), NE Arkansas School Psychology Association, State Educational Cooperatives, public school districts, and the Arkansas Department of Education Division of Special Education on a number of occasions to provide professional development opportunities for practicing school psychologists and other educators which have included the awarding of CEUs. Both Drs. Hall & Claxton hosted and coordinated the Regional Conference on Building Strong School to Strengthen Student Outcomes: ADE Initiative that Address NCLB, the Reauthorization of IDEA, and the ACSIP Process. Both faculty members also presented at this conference which was held on the ASU campus. Participants were awarded CEUs for their attendance. Dr. Claxton has conducted a number of presentations to school psychology practitioners and other educators at the local and state level on a variety of topics. In the summer and fall of 2010 Dr. Claxton will be engaged in the delivery of additional professional development opportunities for practitioners and educators in rural public schools located in NE Arkansas specific to RTI, CBM, and problem-solving. In the coming academic year the program will offer ongoing yearly professional development opportunities for CEU credit on the ASU campus for practicing school psychologists based on needs of local practicing school psychology specialists. Dr. Hall will present the first of these seminars on RTI and IAPs. A number of program graduates who are licensed school psychology specialists now serve as field supervisors for PSY 7613 School Psychology Practicum and PSY 7823 Supervised Internship. Additionally, some of these practitioners serve as guest lecturers/presenters in courses.

Standard 2.1: Student data-based decision-making and accountability objectives are listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio continues to include a multifaceted evaluation. This revised requirement calls for the student to submit an initial evaluation from PSY 7613 Practicum in School Psychology. Students are now required to submit two case studies (i.e., 1 Academic & 1 Behavioral) from PSY 7823 Supervised Internship as part of the portfolio. Students are also now required to complete a domain matrix as part of the school psychology student

portfolio. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain

Standard 2.2: Consultation and collaboration objectives are listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio has been recently expanded to include a required behavioral consultation case from PSY 7823 Supervised Internship, an in-service presentation from PSY 7612 Practicum in School Psychology or PSY 7823 Supervised Internship, and a completed domain matrix. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.3: Effective instruction and development of cognitive/academic skills objectives are listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio continues to include a multifaceted evaluation. This revised requirement calls for the student to submit an initial evaluation from PSY 7613 Practicum in School Psychology. Students are now required to submit an academic case study from PSY 7823 Supervised Internship as part of the portfolio. Students are also now required to complete a domain matrix as part of the school psychology student portfolio. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.4: Socialization and development of life skills objectives are listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio has been recently expanded to include a required behavioral consultation case and a behavioral intervention study from PSY 7823 Supervised Internship and a completed domain matrix. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.5: Student diversity in development and learning objectives are listed in the revised 2010 School Psychology Handbook. Diversity statements have been added to a number of the course syllabi and the course outlines in these syllabi have been expanded to reflect how issues of diversity are addressed in these courses. As additional course syllabi are revised and in the case of PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention in the Schools developed, diversity statements will be included and course outlines will continue to be expanded to reflect how issues of diversity are addressed in these courses. The school psychology student portfolio continues to include a multifaceted evaluation. This revised requirement calls for the student to submit an initial evaluation from PSY 7613 Practicum in School Psychology. Students are now required to complete a behavioral consultation case study, and both an academic case study and a behavioral case study from PSY 7823 Supervised Internship as part of the portfolio. Students are also now required to complete a domain matrix as part of the school psychology student portfolio. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.6: School and systems organization, policy development, and climate objectives are listed in the revised 2010 School Psychology Handbook. Content in PSY 6603 Professional School Psychology and PSY 7613 Practicum in School Psychology has been expanded to better address this domain. PSY 6613 Professional Consultation is now taught by Dr. Hall with an exclusive focus on school-based consultation. The revised school psychology student portfolio continues to require students to submit an initial multifaceted evaluation from PSY 7613 Practicum in School Psychology. The revised portfolio also requires students to conduct an in-service presentation from PSY 7613 Practicum in School Psychology or PSY 7823 Supervised Internship and two case studies (1 academic and 1 behavioral), and a completed domain matrix from PSY 7823 Supervised Internship. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.7: Prevention, crisis intervention, and mental health objectives are listed in the revised 2010 School Psychology Handbook. PSY 7533 Psychopathology has been removed from the curriculum and will be replaced with a newly developed and approved course PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention in the Schools. This course is now required for all first year school psychology students. It will be taught by Dr. Claxton on an annual basis during Summer I. The course is scheduled to be offered for the first time in Summer I 2010. It has been developed to specifically address this NASP domain. The revised school psychology student portfolio continues to

require students to submit an initial multifaceted evaluation from PSY 7613 Practicum in School Psychology. The revised student portfolio also calls for students to submit a behavioral consultation case, a behavioral case study, and a completed domain matrix from PSY 7823 Supervised Internship. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.8: Home/school/community collaboration objectives are listed in the revised 2010 School Psychology Handbook. PSY 7463 Couples & Family Counseling has been added as a required course for school psychology students for the fall semester of the second year. PSY 6543 Psychosocial Aspects of Development has been removed from the curriculum to allow for this addition. Additionally, PSY 6613 Professional Consultation which is now taught by Dr. Hall focuses on school-based consultation which includes content specific to this domain. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.9: Research and program evaluation objectives are listed in the revised 2010 School Psychology Handbook. PSY 7213 Research Design & Multivariate Analysis in Psychology & Counseling has been eliminated from the curriculum and replaced with a new course: PSY 7223 Research Design & Program Evaluation in Psychology & Counseling which is now taught by Dr. Hall in the spring semester of the second year. The emphasis in this course is on Research Design and Program Evaluation. Multivariate analysis is no longer addressed. Also, students are now required to submit a behavioral consultation case, two case studies (1 academic & 1 behavioral), and a completed domain matrix from PSY 7823 Supervised Internship as part of the revised school psychology portfolio. The revised portfolio also calls for students to submit an in-service presentation from PSY 7613 Practicum in School Psychology or PSY 7823 Supervised Internship. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.10: School psychology practice and development objectives are listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio continues to include a multifaceted evaluation. This revised requirement calls for the student to submit an initial evaluation from PSY 7613 Practicum in School Psychology. Students are now required to complete a behavioral consultation case study, and both an academic case study and a behavioral case study from PSY 7823 Supervised Internship as part of the portfolio. Students are also now required to complete a domain matrix as part of the school psychology student portfolio. A number of the assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 2.11: The information technology objective is listed in the revised 2010 School Psychology Handbook. The school psychology student portfolio has been expanded to include a requirement that calls for students to complete the Technology Competencies for School Psychologists form for the last two academic years that they are enrolled in the program and completion of a domain matrix. A number of the other assessments have been revised to more effectively assess students' knowledge and skills in this domain.

Standard 3.1: PSY 7613 Practicum in School Psychology has been expanded to a required 2-semester (fall and spring) second year experience consisting of 300 clock hours of supervised experiences (150 clock hours per semester). The Internship Agreement Form has been revised since the initial 2009 NASP review to include greater specificity. This form also includes the recently revised and expanded School Psychology Intern Competency Evaluation for Training and Practice Form. The revised and expanded Assessment #4 (School Psychology Intern Competency Evaluation for Training and Practice Form) and the revised and expanded Assessment #3 (School Psychology Practicum Competency Evaluation for Training and Practice Form) are better suited to assist in assessing student skills during these experiences.

Standard 4.3: The case study in the student portfolio has been expanded to require students to complete both an academic and a behavioral study (i.e., two intervention studies) from PSY 7823 Supervised Internship. Both Assessment #8-1 (constituent survey) and Assessment #8-2 (student exit survey) contain items that assess positive impact.

Note: Since the submission of the initial NASP program report no students have graduated from the program. As noted above a number of the assessments have been revised to address the concerns noted by the program reviewers and the program review committee in the initial review. All available assessment data has been provided in this conditional report submission. All program changes or additions are discussed further in the attached Response to NASP Standards #2 below.

2. Directions: Complete the following table by providing a brief response to each standard. The brief responses should describe (a) official “policy” that addresses this standard and (b) “practice” that demonstrates the program’s implementation of the standard. The program’s brief response should reference relevant documentation (refer to specific document, such as a program handbook, and page number in this or other attachments) to support program policy and practice. In addition to the program handbook in Attachment C, include transcripts of three recent (within the last academic year) program completers as part of this attachment, and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution’s graduate catalog or other source of institutional documentation of program requirements.

To download the template [Click here](#)

Response to NASP Standards

See **Attachments** panel below.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.