Graduate Program Prioritization Criteria and Questions/Elements

1. History, Development and Expectations of the Program

a. Provide, to the best of your ability, a brief description of the program’s history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

A School Psychologist is a mental health professional, with broad and specialized training in both psychology and education, who provides psychological services using data-based problem-solving process. As stated by our professional organization, the National Association of School Psychologists (NASP):

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school (NASP, 2005).

The school psychologist is licensed and/or certified to provide school psychological services. He or she brings skills in problem-solving, assessment, consultation, individualized academic and therapeutic interventions, primary prevention, and systems-level change to the schools and the larger community. The school psychologist is sensitive to and appreciative of diversity and maintains the highest standards of practice with a keen awareness of the legal and ethical implications of his or her work.

The Southern Connecticut State School Psychology Program was founded in 1968 within the Psychology Department. The program and school psychology as a whole grew exponentially with the enactment of Public-Law 94-142, which mandated free and appropriate education for all children with disabilities. This law drastically increased the need for school psychologists to evaluate and serve this new population of schoolchildren. Sometime later the program moved into the School of Education and a new department that also housed School Counseling and Community Counseling, later changed to Clinical Mental Health Counseling. The program received accreditation from the National Association of School Psychologists (NASP) in 1997.
The School Psychology Program has undergone a complete change in faculty and administration in the past few years. The current faculty includes (Kari Sassu (hired 9/11), Libby Rhoades (hired 9/12) & Kelly McNamara (hired 9/13). These individuals have a strong professional identity as school psychologists and extensive experience in public schools. They have reviewed the entire curriculum and training sequence and made major changes that were enacted this academic year (2013-2014). The program now has a clear mission statement and objectives and dispositions that are in alignment with NASP’s current standards and Blueprint for Training and Practice.

Coursework is now integrated and sequential and culminates in a year-long Internship accompanied by Internship Seminar. All other coursework is completed prior to internship. The Practica have been expanded to a two-semester sequence and courses have been added, deleted and greatly modified. A new Performance-Based Program Assessment & Accountability System including several new and modified assessments to measure both candidates’ and the program’s progress has been developed.

The faculty has also worked to expand the diversity of the students within the program. Our last two cohorts have been the most diverse in the program’s history and have included more minority individuals and those choosing school psychology as a second career. We are hoping to continue these improvements by adding a half-time cohort as soon as another faculty line is made available.

The mission of the School Psychology Program is to prepare school psychology practitioners who contribute significantly to the social, emotional, academic and physical development of children, youth and families in a multicultural society. The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP). These objectives are presented elsewhere in this document.

b. Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

School Psychology offers two graduate programs. The Master of Science Degree in School Psychology is achieved after one full year of study (including full-time summer study). The Sixth Year Professional Diploma (a Specialist level credential) follows the Master’s Program and includes one year of full-time coursework followed by a year-long internship. The programs are
designed to meet both the requirement for state licensure and national certification (N.C.S.P.). Graduates of the two programs will be prepared for employment as school psychologists in public schools or other related organizations and agencies.

The Master’s Program is designed to be accessible to working students and classes will generally be offered on nights and/or weekends. Some classes will also contain web-based components of training. The Sixth Year Program also includes late afternoon, evening and weekend coursework along with practica fieldwork during the school day. Currently students must complete the program on a full-time basis.

2. **External Demand for the Program**

a. Using the data provided, review and explain the relationship between the program and external factors that impact the:

   i. number of applicants and percentage of applicants accepted
   ii. 5-year enrollment trends (450 words)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Applications</th>
<th>Accepted</th>
<th>Acceptance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>SYC-SCP</td>
<td>14</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>SYC-SCP</td>
<td>13</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>SYC-SCP</td>
<td>14</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>SYC-SCP</td>
<td>21</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td>SYC-SCP</td>
<td><strong>11</strong></td>
<td><strong>9</strong></td>
<td><strong>82%</strong></td>
</tr>
</tbody>
</table>

Our enrollment has remained relatively steady over the last few years as we are at the maximum number of students that can be taught by the current number of faculty for accreditation purposes (per the National Association of School Psychologists required student to faculty ratio of 10 to 1). We have many more applicants, most of them fully qualified, to the Masters’ program than we can admit. Generally only students who are completing our Masters’ program apply to the Sixth Year Program. We occasionally have one student who has earned a Masters’ elsewhere who applies. Otherwise these applications are usually new applicants who have applied to the sixth year without realizing they have to apply and complete the Masters’ first. With increased resources (more faculty lines) we could certainly increase the number of students admitted and graduating from the program.

b. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.)? (150 words)
The program primarily benefits the children and families of the state of Connecticut as well as its public schools through providing well-trained and credentialed school psychologists. In addition, many of Connecticut’s districts also benefit from the work of our practicum students and interns who serve throughout the state. We currently have students placed in 11 Connecticut districts for fieldwork and have alumni serving public schools throughout the state. Given our commitment to urban schools, all of our students have at least one semester of fieldwork in an urban setting so that they are qualified to work with in that unique setting with its diverse needs and student population. Graduates of both programs (the state requires both the Masters’ and the Sixth Year) are eligible for certification in Connecticut and for national certification.

c. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

School Psychology is a profession with a growing need and an excellent employment outlook. According to data from the National Association of School Psychologists (NASP) in 2010 there was a nationwide shortage of almost 9,000 school psychologists and a projected shortage of 15,000 by 2020. For this reason, US News and World Reports has listed school psychology as a top career field overall and the top social services job. There are not enough slots in existing programs nationwide to meet the need for new school psychologists or the number of qualified applicants.

3. Internal Demand for the Program

a. Using the data provided, please describe how courses in your program serve students in other programs. What percentage of students in your courses come from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

The Counseling and School Psychology Department has seven required courses that are shared by its masters programs (Clinical/Mental Health Counseling, School Counseling and School Psychology). These include Theories of Counseling, Psychological Testing, Research, Lifespan Development, Multicultural Counseling, Counseling Procedures and Counseling Procedures with Children.
b. How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs? (100 words)

We do not have any undergraduate programs within our department. There is certainly a potential for a formal pathway to be developed in conjunction with the undergraduate psychology program (within the Psychology Department) from whom we receive many qualified applicants. We routinely have students from the undergraduate Psychology program apply for admission to our program, many more qualified applicants than we are able to admit with current resources. We routinely visit undergraduate psychology classrooms, both at SCSU and at Quinnipiac, during School Psychology Awareness Week to increase knowledge of the field generally and our program specifically.

c. How reliant are you on non-program students taking your courses? (100 words)

We are not reliant on non-department students taking our courses although they occasionally do so. The Counseling and School Psychology Department has seven required courses that are shared by its masters programs (Clinical/Mental Health Counseling, School Counseling and School Psychology). These include Theories of Counseling, Psychological Testing, Research, Lifespan Development, Multicultural Counseling, Counseling Procedures and Counseling Procedures with Children.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)

None currently. Given the necessary resources, we could develop a clinic providing school psychological services such as assessment and consultation to the university through the Disability Resource Center (DRC) and the larger community. This would provide significant training opportunities for our students and benefits to the University as well as local children and families.

e. Is there anything else you would like us to know? (100 words)

The three graduate programs within the department are interwoven in many ways. We share a number of core classes as well as a number of programs that benefits students as a whole such as a Diversity Committee and a Diversity Passport where students gain experiences examining their own biases and learning about individuals from different cultures and economic groups as well as those demographic groups that have historically been the
object of discrimination within the larger society. We also have a strong volunteer/service program that spans all three programs as well as a department-wide graduate student committee.

4. Quality of Program Inputs and Processes

a. Please provide a narrative of how the qualifications and assignments of your full- and part-time faculty align with and support the program. Please include a discussion of the challenges and successes the department faces in providing qualified faculty to meet the needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

The full time program faculty members are well-qualified school psychologists with extensive experience in public schools. We are fortunate to have individuals with complementary areas of expertise including psychoeducational assessment, school consultation, behavioral interventions, academic interventions, research, primary prevention, counseling children and youth, school curriculum, reading, bullying, multicultural child development, autism, working with children who have experienced or witnessed crime and substance abuse.

These skills come from work in the field as well as academic experiences and research. Our faculty members collectively have served as professionals in a wide variety of settings:

- Public schools in seven states
- In-patient adolescent substance abuse treatment
- In-patient psychiatric facilities for children and adolescents
- In-patient facilities for substance abuse and dual disorders (mental illness combined with addiction)
- Community mental health centers
- University of North Carolina Learning Disability Services Center
- Duke University ADHD Clinic
- Center for Behavioral and Educational Research (CBE)
- Bilingual assessment

The Program works to assign teaching responsibilities in a way that is equitable and makes use of each individual’s strengths. For example, the psychoeducational assessment courses (a series of 3) are the most demanding courses to teach in our program. They may involve many, many hours of watching student videos or live demonstrations of individual assessment cases, reviewing their test record forms and scoring for accuracy, and reading, reviewing and rereading their psychoeducational reports which may take
numerous drafts before they are ready to be used in the schools. Each of the three faculty members has taken on one of these three courses so that they are spread equitably.

In addition to the shortage of school psychology practitioners nationwide, there is also a shortage of doctoral level school psychologists to serve as trainers. There are approximately 100 faculty slots in US school psychology programs that are currently unfilled. Luckily, the New England region has more doctoral level individuals than most parts of the country which can help if we are given the opportunity to hire additional faculty.

The program has a relationship with several talented school psychologists in the surrounding community who serve as adjuncts when needed. While we must make use of adjunct faculty to cover some classes, especially during special circumstances such as maternity leaves, we work to be very thoughtful in which classes we assign to adjunct faculty. For example, we are hesitant to have anyone other than core faculty teach classes in psychoeducational assessment, school consultation or school interventions.

b. Briefly describe the merits and logic of your curriculum. (250 words)

The mission of the Program is to prepare front line school psychology practitioners who contribute significantly to the social, emotional, academic and physical development of children, youth and families in a multicultural society. The program is accredited by the National Association of School Psychologists (NASP). A major review of the curriculum and accompanying changes were made over the last 2 years in response to comments made during the prior program accreditation report and new NASP standards that took effect in 2013. These included:

- Adding a new practicum (CSP 536, Practicum 1)
- Adding a new course (CSP 622, School Curriculum for Helping Professionals)
- Adding two existing courses with revisions (CSP 539, Mental Health in the Schools; CSP 692 Advanced Research Methods and Program Evaluation)
- Eliminating three courses that no longer met program needs (RDG 520, Fundamentals of Language and Literacy; PSY 527, Abnormal Child Psychology; CSP 555, Interpersonal Group Dynamics)
- Minor changes to several courses to better address current needs and the NASP Domains of Practice

NASP was very positive about these curriculum changes. In the most recent accreditation report, dated 2/1/14, they stated, “The current core faculty are
to be commended for a remarkable effort to revamp in no more than two years … to meet NASP 2010 Standards. The revised courses and the courses either now in their first offering or in the proposal stage show a curriculum that will likely produce well-prepared school psychologists, consistent with NASP 2010 Standards and the evolving standards in the State of Connecticut.”

c. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

The School Psychology Program is committed to a system of continuous self-evaluation and self-improvement. Students, faculty and the program itself are evaluated on an ongoing basis and the results are used to help improve the individual’s performance and the effectiveness of the overall program.

Student Performance is evaluated through the measures below:

- Performance on class assignments
- Course grades
- Annual Review (Faculty Evaluation of School Psychology Student’s Progress/Performance)
- Practicum Student Self Evaluation Form
- Practicum Site Supervisor Evaluation Form
- Sample Psychoeducational Report (Course Embedded Assessment)
- Electronic Portfolio Review I (End of Practica)
- The Comprehensive Examination in School Psychology
- The Praxis II Specialty Examination in School Psychology
- Intern Site Supervisor Evaluation Form
- Intern Self & University Supervisor Evaluation Form
- Electronic Portfolio Review II (End of Internship)
- Outcome/Process Assignment (Behavioral Issue)
- Outcome/Process Assignment (Academic Issue)

These results are used in two ways, individually and collectively. The results are used individually for each student to develop student improvement plans, determine progress through the program, determine impact on children’s learning and to determine readiness for professional practice. The results are used collectively to determine the program’s success at training and helping students to develop the necessary personal/professional characteristics. This information is used to revise and improve in areas of demonstrated weakness. Further, the program collects additional data that are used solely evaluate faculty and the program itself. These include:
• Online Survey of Alumni
• Online Survey of Site Supervisors
• Annual Program, Fieldwork & Curriculum Evaluation (Survey by Students & Interns)
• Quantitative student ratings on University survey
• Qualitative course evaluations individualized by course and instructor
• Exit interviews

The results are used collectively to determine strengths & weaknesses in the areas of curriculum, teaching methods, & course delivery and to revamp and improve in areas of demonstrated weakness.

d. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar program. How does your program better serve students than similar programs offered elsewhere?) (200 words)

Applicants tell us that they routinely hear that we offer really quality hands-on training and that the currently faculty is highly committed to the success of our students. Those are attractive features to many of our applicants.

The Master’s Program is designed to be accessible to working students and classes will generally be offered on nights and/or weekends. Some classes will also contain web-based components of training. The Sixth Year Program also includes late afternoon, evening and weekend coursework along with practica fieldwork during the school day. Currently students must complete the program on a full-time basis.

After researching and finding that first-generation and minority students in particular are unwilling to take on student debt to attend graduate school, we have committed to developing a part-time cohort program to add to the existing full-time program. We have developed a course sequence and are awaiting resources to accomplish this goal.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, participation in groups or organizations that focus on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)
Sixth Year Program

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '12</th>
<th>Spr '12</th>
<th>Fall '13</th>
<th>Spring Avg</th>
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<tbody>
<tr>
<td>Students</td>
<td>15</td>
<td>26</td>
<td>13</td>
<td>24</td>
<td>13</td>
<td>23</td>
<td>12</td>
<td>21</td>
<td>10</td>
<td>14</td>
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<tr>
<td>Overall GPA</td>
<td>3.89</td>
<td>3.88</td>
<td>3.93</td>
<td>3.89</td>
<td>3.98</td>
<td>3.92</td>
<td>3.98</td>
<td>3.84</td>
<td>3.99</td>
<td>3.96</td>
</tr>
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Course Information Survey

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<th>Statement</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of instruction have helped me understand the subject matter.</td>
<td>94%</td>
<td>96%</td>
<td>90%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>Reading the assigned material has helped me understand this subject.</td>
<td>93%</td>
<td>94%</td>
<td>90%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>Exams and out-of-class assignments have helped me understand the subject</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>Number of exams &amp; other graded assignments has been sufficient to</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate my progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My experiences in this class make me want to learn more about this subject.</td>
<td>94%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the quality of instruction in this course as high.</td>
<td>93%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the overall quality of this course as high.</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me meet the learning goals.</td>
<td></td>
<td></td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>This course evaluated how well I met those learning goals.</td>
<td></td>
<td></td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>My experience in this course helped me appreciate this subject.</td>
<td></td>
<td></td>
<td>91%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>The instructor provided regular feedback on my performance in this course.</td>
<td></td>
<td></td>
<td>91%</td>
<td>90%</td>
<td>85%</td>
</tr>
<tr>
<td>The instructor had high standards for student achievement.</td>
<td></td>
<td></td>
<td>94%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>The instructor encouraged me to take responsibility for my own learning.</td>
<td>96%</td>
<td>94%</td>
<td>91%</td>
<td></td>
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</tr>
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</table>

Objectives & Dispositions of the School Psychology Program

Objectives of the School Psychology Programs

The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP) (2010, required of all recognized programs in 2013). The Domains can be found at the bottom of this chart.

Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:

1. Demonstrate a foundation in the knowledge bases for both psychology and education.

2. Demonstrate knowledge and skills in data-based decision-making as a means to effective problem-solving, evaluation and accountability. Demonstrate skills in research and program evaluation to allow them to help bring the latest in educational and psychological research to schools and to help schools determine the effectiveness of services.
3. Demonstrate knowledge and skills in school consultation and collaboration and the ability to communicate and work with others in a team-based approach to meeting the needs of children, youth, families and systems.

4. Demonstrate knowledge in varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions based on this knowledge.

5. Demonstrate knowledge in varied aspects of mental health, social and emotional development and behavior, and the skills to develop appropriate social, emotional and behavioral interventions based on this knowledge.

6. Demonstrate knowledge of the varied systems within and outside of schools in which students operate and the skills to work with and within these systems to create and maintain effective and supportive learning environments. This includes an understanding of the key role of families and family systems as well as knowledge and appreciation for all aspects of diversity in students, their families and fellow educators and mental health professionals, and skills to work to ensure safe and affirming schools for all.

7. Demonstrate knowledge of primary prevention, risk and resiliency factors and the skills to develop and provide effective prevention, treatment and crisis intervention services.

8. Demonstrate knowledge of the field and history of school psychology and the legal, ethical and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication and interpersonal skills.

Dispositions of the School Psychology Programs

The School Psychology Program has expanded upon the CALL constructs (the conceptual framework for the School of Education as a whole) to develop a set of dispositions, values, professional and personal characteristics that are considered to be essential to the effective practice of School Psychology:

1. School Psychologists realize the essential worth of all people, and the energy and wealth of ideas and experience that can be gained through diversity. School psychologists work to increase tolerance and respect for all individuals regardless of gender, disability, racial or ethnic identity, social or economic status, religion, sexual orientation and other characteristics of cultures and individuals. They work to make schools safe and affirming places for all. School Psychologists demonstrate an appreciation of the unique, and often complimentary, contributions of members of other disciplines to their consultative and collaborative efforts when engaged in teamwork.

2. School Psychologists display strong interpersonal skills. They are warm, empathetic, and compassionate. They are able to relate to a broad variety of individuals and form productive professional relationships. School psychologists are team players who can respectfully disagree. They display ethical behavior and take responsibility for the consequences of their actions. School psychologists display flexibility and tolerance for ambiguity. They are able to negotiate the complex social system of schools with patience, humility and diplomacy. School psychologists are reliable and trustworthy. They can be depended upon to meet their professional obligations in a timely manner. They display initiative and leadership on the job.

3. School psychologists are committed to meeting the needs of children, schools and families. They serve as advocates for children’s needs. They work to promote system level change to better meet the needs of children and their schools and families.

4. School psychologists display excellent communication skills. They are good listeners who utilize active listening techniques. They can clearly communicate their ideas and complex information orally, and in writing, to diverse audiences such as children, youth, parents, guardians, teachers, fellow school psychologists, and other professionals of various backgrounds and experiences.

5. School Psychologists are lifelong learners who use the process of reflection to enhance their professional growth. They accept and respond professionally to constructive criticism. They seek out new information to enhance their research-based practice. They collect and employ data to make decisions. School psychologists are committed to their profession. They are aware of and meet the ethical and practice standards of their profession. They participate in professional organizations. Experienced school psychologists provide mentorship and guidance to those entering the profession. School psychologists
are aware of their own professional strengths and weaknesses, personal and professional biases and other limitations and work to overcome these, making appropriate use of constructive criticism and supervision.

### NASP Domains of Training

#### 2.1 Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

#### 2.2 Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

#### 2.3 Interventions and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

#### 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

#### 2.5 School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

#### 2.6 Preventive and Responsive Services
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

#### 2.7 Family–School Collaboration Services
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and
School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

The School Psychology Program is committed to a system of continuous self-evaluation and self-improvement. Students, faculty and the program itself are evaluated on an ongoing basis and the results are used to help improve the individual’s performance and the effectiveness of the overall program. This is a commitment to the quality of our program as well as a requirement of our accrediting organization, the National Association of School Psychologists (NASP):

The school psychology program implements well-designed, valid methods to assess knowledge and skills of candidates and collects assessment data to determine that candidates attain adequate competencies in the standards and integrate competencies across all standards in delivering a comprehensive range of services.

A. Student Performance Across Domains of Training
1. Where and How Evaluated?

- Performance on class assignments
- Course grades
- Annual Review (Faculty Evaluation of School Psychology Student’s Progress/Performance)
- Practicum Student Self Evaluation Form
- Practicum Site Supervisor Evaluation Form
- Sample Psychoeducational Report (Course Embedded Assessment)
- Electronic Portfolio Review I (End of Practica)
- The Comprehensive Examination in School Psychology
- The Praxis II Specialty Examination in School Psychology
- Intern Site Supervisor Evaluation Form
- Intern Self & University Supervisor Evaluation Form
- Electronic Portfolio Review II (End of Internship)

2. How are Results Used?

Individually for Student – Used to develop student improvement plans; Determine progress through the Program; Determine readiness for practice

Collectively for Program – Used to determine Program’s success at training across the Domains of Practice and to revamp and improve in areas of demonstrated weakness

B. Student Impact on Consumers

1. Where and How Evaluated?

- Outcome/Process Assignment (Behavioral Issue)
- Outcome/Process Assignment (Academic Issue)
- Practicum Site Supervisor Evaluation Form
- Intern Site Supervisor Evaluation Form

2. How are Results Used?

Individually for Student – Used to develop student improvement plans; Determine readiness for practice
Collectively for Program – Used to determine Program’s success at training students to impact consumers and to revamp and improve in areas of demonstrated weakness

C. Student Personal/Professional Characteristics

1. Where and How Evaluated?

   • Annual Review (Faculty Evaluation of School Psychology Student’s Progress/Performance)
   • Practicum Site Supervisor Evaluation Form
   • Intern Site Supervisor Evaluation Form

2. How are Results Used?

   Individually for Student – Used to develop student improvement plans; Determine progress through the Program; Determine readiness for practice

   Collectively for Program – Used to determine program’s success at helping students to develop the necessary personal/professional characteristics and to revamp and improve in areas of demonstrated weakness

D. Program Performance

1. Where and How Evaluated?

   • Online Survey of Alumni
   • Student Exit Surveys
   • Annual Program, Fieldwork & Curriculum Evaluation (Survey by Students & Interns)

2. How are Results Used?

   Collectively for Program – Used to determine Program’s success at training across the Domains of Practice and helping students to develop the necessary personal/professional characteristics and to revamp and improve in areas of demonstrated weakness

E. Faculty Performance
1. Where and How Evaluated?
   - Annual Program, Fieldwork & Curriculum Evaluation (Survey by Students & Interns)
   - Quantitative student ratings on University survey
   - Qualitative course evaluations individualized by course and instructor

2. How are Results Used?

   Individually – Used as a component of faculty retention & promotion process and annual evaluations; Used to help develop individual faculty improvement plans if needed

   Collectively – Used to determine strengths & weaknesses in the areas of curriculum, teaching methods, & course delivery and to revamp and improve in areas of demonstrated weakness

F. Field Site Supervisor Performance

1. Where and How Evaluated?
   - Online Survey of Site Supervisors
   - Annual Program, Fieldwork & Curriculum Evaluation (Survey by Students & Interns)

2. How are Results Used?

   Individually – Used to determine effectiveness & satisfaction of site & University supervisors and individual needs for replacement/improvement

   Collectively – Used to determine Program’s success at recruiting, training, and interacting with site supervisors and to revamp and improve in areas of demonstrated weakness

Using these data sources, as well as program accreditation reports from the National Association of School Psychologists (NASP), the new faculty has put forth a huge effort to over the past couple of years to revamp the program, address all NASP concerns, locate missing and incomplete data on previous assessments, develop new assessments, develop new policies and procedures, and work all of these changes through the university’s curriculum committees and graduate council. We have carefully analyzed all assessment data available to us. The current program is a result of this multi-pronged
effort. Though it is not possible to delineate all of the background, changes and associated data within the space provided, the following provides the highlights:

- **Timing of Internship** - Based upon NASP requirements, data collected from student interns and internship supervisors, quantitative and qualitative course evaluations, and the faculty’s desire to move the internship to a truly culminating experience, the program has changed the entire sequence of courses and training experiences and the internship is now taken the third year, along with an internship seminar. No other coursework is taken at this time.
- **To reflect the revised goals of the current program and to reflect the current faculty’s vision for superior graduate training, a new program mission, objectives, and dispositions were developed.**
- **Development of the new Performance-Based Program Assessment & Accountability System including several new and modified assessments.**
  - Curriculum Changes
  - New course sequence of study to provide for a more appropriately sequenced program of study and coverage of key NASP Domains.
  - Introduction of New Practicum
  - Introduction of New Courses
  - Major and Minor Course Revisions

- **The previous Comprehensive Exam format was not giving us enough information to guide how well we were addressing certain standards, so we developed a new comprehensive exam last year to get more specific information.**

b. **Is there anything else you would like us to know? (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam).** (300 words)

Over the past five years our students have had a 100% pass rate on the Praxis II Specialty Exam in School Psychology which is required for both professional practice in Connecticut and National Certification. In addition, over this time period 100% of our graduates have found jobs within the field of school psychology.

The Program has worked to develop a plan for recruiting a talented and diverse pool of graduate students. After researching and finding that first-
generation and minority students in particular are unwilling to take on student debt to attend graduate school, we have committed to developing a part-time cohort program to add to the existing full-time program. We have developed a course sequence and are awaiting resources to accomplish this goal.

In addition to the activities listed in 6a, the program also participates in the Counseling and School Psychology Advisory Board. This is a group of community professionals who serve as a link between the program and key community stakeholders. The group meets annually to review program practices, procedures and curriculum and provide feedback about ways the programs can be improved.

6) Size, scope and productivity of the program

a. How many credit hours does the program generate? (table generated by OMIR)

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic Credits</td>
<td>2,868</td>
<td>2,629</td>
<td>2,831</td>
<td>2,879</td>
<td>2,973</td>
</tr>
<tr>
<td>Major Credits</td>
<td>2,538</td>
<td>2,191</td>
<td>2,497</td>
<td>2,557</td>
<td>2,657</td>
</tr>
<tr>
<td>Total Students</td>
<td>931</td>
<td>841</td>
<td>916</td>
<td>948</td>
<td>985</td>
</tr>
</tbody>
</table>

b. What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination) (in table form with item c)

Master of Science in School Psychology

Sixth Year Certificate in School Psychology

c. How many degrees or certificates have been awarded (five year data)?

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYC-School Psychology</td>
<td>14</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)
Unfortunately the data in the chart does not do justice to our relatively new faculty since it does not include all of their accomplishments and appears to be missing some from previous faculty as well. The three core faculty, while relatively new to the program, maintain a high level of scholarly productivity. For example, the program coordinator over the last three years has written a scholarly book, completed a book chapter, had a scholarly article published, has one article under peer review, has five articles under development and has made 10 scholarly presentations. Another of our faculty members has published one book chapter and one scholarly article, has two articles in submission and another in development, and has made 7 scholarly presentations. Our newest faculty member is currently completing her dissertation, has published a peer-reviewed article, and made five scholarly presentations.

e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)

With the recent hire of the faculty, and the necessary changes to the program, there has been little time to engage in student research. All three faculty members would love to engage in such an endeavor, but it would require a reduction in teaching load, which is difficult given the advanced and specialized nature of our courses.

f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)

Because of the faculty size, we each carry a significant load of work to keep the program running at the high standard we all expect. With additional faculty, we could engage in student research and spend time developing the part-time cohort. With sufficient resources, we could even develop an applied doctoral level program, a huge need in the field.

g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program)? (100 words)

As we are updating the program, we are rebuilding our test kit inventory and materials for counseling procedures courses. This requires financial resources. In addition, our technology funds are limited which hinders our ability to
deliver content commensurate with the field’s evolution. For example, nearly all of the tests we teach have computerized scoring systems which require student access to a specified computer in a secure location and the necessary software. Many assessment tools are now available for the iPad but we do not have funds to purchase these for the program.

7) **Revenue and other resources generated by the program**

   a. What are the sources and how much revenue does the program generate through student enrollments?

   **Sixth Year Program Table**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Tuition &amp; Fees</th>
<th>Other Revenue</th>
<th>Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>165,952</td>
<td>159,036</td>
<td>324,988</td>
</tr>
<tr>
<td>2011</td>
<td>143,509</td>
<td>146,919</td>
<td>290,429</td>
</tr>
<tr>
<td>2012</td>
<td>131,115</td>
<td>141,408</td>
<td>272,523</td>
</tr>
</tbody>
</table>

   b. What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)

   None currently. We have submitted the documentation to request lab fees beginning next year in assessment and counseling procedures classes which we will use to purchase consumable test record forms in teaching testing and activities (such as books for bibliotherapy and therapy games) to use in teaching counseling.

   c. What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)

   None currently.

   d. In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)

   The Program size is limited by the current number of faculty lines. In order to meet accreditation standards, we are at our maximum number of students. We currently have many more qualified applicants than we can accommodate in our existing full-time cohort program. In addition, in order to increase
diversity within the program and the profession, we would like to add an additional half-time cohort and a respecialization tract for those with graduate training in related fields. These additions will require additional faculty.

e. Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)

While we have addressed this problem in part, by applying for course fees in certain courses, funding for necessary training supplies remains a constant issue. In order to train aspiring school psychologists, we must have access to the latest in psychological and educational test materials and therapy materials. In addition, if given the necessary resources, we would value the opportunity to develop a clinic to provide school psychological services to the University and the larger community.

8) Costs and other expenses

a. What are the total costs of the program? (table)

b. What is the ratio of costs to revenues? (table)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Employee Compensation</th>
<th>Operating Expenses</th>
<th>Allocated Indirect Costs</th>
<th>Total Costs</th>
<th>Ratio of Costs to Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>(204,149)</td>
<td>(3,040)</td>
<td>(132,849)</td>
<td>(340,038)</td>
<td>1.03 : 1.00</td>
</tr>
<tr>
<td>2011</td>
<td>(184,850)</td>
<td>(1,274)</td>
<td>(118,313)</td>
<td>(304,437)</td>
<td>1.02 : 1.00</td>
</tr>
<tr>
<td>2012</td>
<td>(132,421)</td>
<td>(1,300)</td>
<td>(93,658)</td>
<td>(227,379)</td>
<td>0.81 : 1.00</td>
</tr>
</tbody>
</table>

c. What investment in new resources does the program require? (200 words)

As you can see, the Program’s cost-to-revenue is strong. This could only continue through the addition of more financial resources so that we can:
- Increase the number of student admissions
- Add a half-time cohort
- Begin offering professional respecialization
- Offer a school psychological services clinic
- Update our training materials

In order to meet these goals, the program would require:

- Funding to increase the number of full-time faculty lines by two initially with a third after 2 years
- Space and funding to support 2 half-time graduate assistants to serve as staff for the school psychological services clinic (actually such a clinic could be run most efficiently as a joint clinic with School and Mental Health Counseling)
- A rolling account of $7,500 per year to be used for the purchase and updating of testing and therapy materials

d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

The Counseling and School Psychology Department has seven required courses that are shared by its masters programs (Clinical/Mental Health Counseling, School Counseling and School Psychology). These include Theories of Counseling, Psychological Testing, Research, Lifespan Development, Multicultural Counseling, Counseling Procedures and Counseling Procedures with Children. Thus these courses can have larger sections and be taught by more faculty within the department. In addition, the School Psychology Masters’ Program requires four courses to be taken in the summer after the first year (Mental Health in Schools, Multicultural Counseling, Biological Bases of Behavior and School Curriculum for Helping Professionals).

9) **Impact, justification, and overall essentiality of the program**

a. How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)

We believe our program is the embodiment of Southern’s mission statement. We endeavor to provide a diverse and exemplary training program in school psychology that is accessible (through evening, weekend and hybrid course offerings) and provides quality professionals to meet the needs of Connecticut’s schools, children and families. Our training provides not only
academic experiences but field experiences within Connecticut schools, service and volunteer requirements and a number of diversity experiences.

b. How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)

The program develops reflective school psychology practitioners that themselves help to increase the educated citizenry of the state through their support of schools, children and families. Since schools are the only source of mental health care for 80 to 90% of children and youth, skilled school psychologists serve a critical need health care need within our community. These individuals are in great demand as evidenced by the national shortage and the 100% job placement rate.

c. To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)

Our school psychology program differentiates itself in several ways. We have a much heavier emphasis on counseling and therapeutic skills than most programs. We also provide all students with at least one semester of field work in an urban school setting. We provide an emphasis on and a broad variety of experiences in diversity as compared to many programs. Our students also complete a number of service and volunteer hours to serve the program, the profession and the state’s children. Finally, our core faculty members all have extensive experience as practitioners within public schools, a rarity in most training programs.

d. Is there anything else you would like us to know? (100 words)

The CSP Department, including school psychology, is proud to house an active faculty and student Diversity Committee addressing and researching diversity. This commitment is evident through the regularly offered mandatory Multicultural Movie Nights, a ‘Diversity Passport’ for students, and a host of other workshops and activities related to expanding student awareness, knowledge, and skills around diversity. In addition, we are pleased to have mandatory service and volunteer component within our program in which students provide service to the program, the profession and Connecticut schools and children.
10) **Opportunity analysis of the program**

a. Describe the external opportunities for strengthening your program. (300 words)

The severe shortage of school psychologists nationally provides us with a great opportunity for program expansion. Given the necessary resources (faculty lines) required, the program could expand significantly. We have had numerous requests to offer a part-time cohort and we could do so. This would likely increase the program’s student diversity and greatly increase the number of applicants. We currently have many more qualified applicants that we can admit. Given NASP’s required 10 to 1 student-to-faculty ratio, we are currently at the maximum in terms of students we can admit with the current 3 full-time faculty. With additional faculty we could admit a half-time cohort of 12 along with 12 full-time students each year. We would also be able to offer individuals with graduate training in related fields (clinical psychology, counseling, special education) retraining in school psychology. Nationally this re-specialization has become a major trend as managed care has led to fewer jobs in mental health and private practice psychology and the shortage of school psychologists has led many individuals to desire retraining for this role. UCONN has the only doctoral program in the state and we lose a number of students to them annually. Given the severe shortage of doctoral level school psychologists nationally, we would welcome the opportunity to respond to this need through the development of an applied doctoral level program.

b. Describe the internal opportunities for strengthening your program. (300 words)

The National Association of School Psychologists (NASP), our accrediting body, requires that the core faculty teaching professional skills courses have doctoral level degrees in school psychology from accredited programs. As such, this limits our ability to have much of our coursework taught by outside faculty, even those in closely related fields.

We would really embrace an opportunity to work with the Disability Resource Center (DRC) to perform assessments and consultations to meet the needs of SCSU students with disabilities but we do not currently have the staffing to do so.
We would like for our students to have the option to complete the Applied Behavior Analysis (ABA) course sequence so that they can begin to meet the requirements for the Board Certified Behavior Analyst (BCBA), an international certification in Applied Behavior Analysis. In addition, we would like for our students to have the opportunity to take the necessary coursework to apply for the Licensed Professional Counselor (LPC) credential.