

**IBHE Short Progress Report
MS in School Psychology
January 11, 2019**

Short progress reviews need only discuss whether the program has achieved the goals and objectives established for it in the original sent to the IBHE.

Original request/purpose:

The original request was to offer the Masters in School Psychology (en route to completion of the Specialist in School Psychology) for the following reasons:

- **To Remain Competitive:** Most school psychology programs in the state (e.g., Northern Illinois University) and neighboring states (e.g., Indiana State University) grant a Masters (MS) in School Psychology en route to the Specialist in School Psychology (SSP). Graduates who hold MS and SSP degrees are likely to be properly compensated on the pay scale used by school districts. The pay scale benchmarks (i.e., Masters, Masters plus, and Doctorate) are used when deciding starting employee salaries. Although graduates from our SSP program earn 77 credit hours, they are at-risk of being placed at the MS level starting salary when they only hold a SSP degree (rather than both a MS and SSP degree). Therefore, offering a MS en route to the SSP degree allows our program to be competitive with other programs and ensures that our graduates are highly compensated.
- **To Provide Flexibility:** The MS in School Psychology attracts students who are undecided about pursuing a doctoral program. All students in the school psychology program earn the MS after they complete their second year (prior to going out on internship). Students who decide to pursue a Doctorate in school psychology have the flexibility to graduate from our program with a MS degree and continue their education at a doctoral program. Students who do not pursue a doctoral program (i.e., most of our students) will continue to complete the SSP after earning the MS because the SSP is the minimal degree requirement to practice school psychology in the school system.

Upon completion of the Masters in School Psychology students:

1. Demonstrate and provide knowledge of the 10 National Association of School Psychologist (NASP) training standards for school psychologists. This is done by successfully completing an oral presentation describing and showing evidence of how they have mastered content knowledge related to each of the 10 NASP training standards. At the end of their presentation, students answer faculty questions.
2. Obtain a passing score on the Illinois State Board of Education, School Psychology Content Exam (which is required for licensure).
3. Pursue the Specialist in School Psychology program by completing their internship in the school system. This licensure entitlement program prepares candidates for employment in the school system (pre-k through twelfth grade).
4. Pursue a Doctoral degree at a Doctoral institution.

Student Data and Assessment:

The school psychology program learning objectives are based on the 10 NASP training standards and they are aligned with course offerings. These learning objectives are assessed throughout the program, at the classroom level by faculty (grades), in practica by faculty and field supervisors (ratings of required skills), portfolio evaluation by faculty (content knowledge ratings as well as performance ratings), thesis proposal/defense by faculty, and internship by faculty and field supervisors (ratings of skills on internship plan), and state and national licensure examinations results. The program has a culture of assessment that has been recognized by the Provost's Assessment Award at Eastern and by NASP. The following standards are aligned with course and practica objectives:

2010 NASP Training Standards

STANDARD 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.

STANDARD 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.

STANDARD 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.

STANDARD 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.

STANDARD 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.

STANDARD 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.

STANDARD 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 schools.

STANDARD 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.

STANDARD 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.

STANDARD 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.

Source: NASP (2010):

<http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>

The School Psychology Graduate Program began granting the MS en route to the SSP during the 2015-2016 academic year. As of Spring Semester 2018, 22 students have completed the MS in school psychology en route to the SSP degree. One student (Samantha Rushmore) obtained the MS in school psychology in Spring 2017 and began a Doctoral Program at Temple University in the Fall 2017. The other 21 students (95%) continued to pursue the SSP degree at EIU.

All 22 students obtained passing scores on the School Psychology, Content Exam. All 22 students successfully presented their portfolio, demonstrating their knowledge of the 10 NASP training standards.

Last, the program director has consulted faculty and students regarding the MS in School Psychology (en route to the SPP). While recent feedback has been positive, and the director and department will continue to monitor the program and student progress and will make adjustments as necessary.

Comments

On behalf of the office of Academic Affairs, I appreciate the faculty's commitment to student success, as demonstrated by the 100% pass rate on the content exam. Continued curricular innovation, resulting from student and faculty feedback, is acknowledged and appreciated.

Dean's Comments

The Masters in School Psychology program is off to a good start and early feedback indicates that it is meeting its goals in preparing students for the Specialist in School Psychology degree for which it serves as a feeder. Indeed, every student who has completed the program has passed the School Psychology Content Exam which indicates their high level of preparation and knowledge of training standards.