

**Appendix 1: Psychology Student Learning Outcomes (Revised 2011)**

**Program: EdS and State Educational Staff Associate Certificate Program in School Psychology**

Student learning outcomes of the CWU school psychology program are derived from those of the National Association of School Psychology (NASP)\* and the Washington State Office of the Superintendent of Public Instruction (OSPI) standards for Residency Level Educational Staff Associate in School Psychology certification programs.\*

Student Learning Outcomes	Related Program Goals	Related Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment	Who Assessed	When	Standard of Mastery/ Criterion of Achievement
1. School psychology graduate students will develop knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychology graduate students will use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	Goal 2. Train psychologists to function optimally in the public schools with a commitment to understanding and responsiveness to human diversity. Candidates for the master's degree and for certification must not only provide evidence that they have developed the competencies necessary to work effectively with school systems and families, but they must also demonstrate their ability to function with public school personnel, parents, and other public and	Goal 3. Promote excellence in learning to prepare students for careers and advanced study  Goal 4. Support involvement of undergraduate and graduate students in psychological research  Goal 8. Serve as a center for psychological and educational services to the community and region	Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites  Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.  Goal V: Build partnerships with private, professional, academic, government, and community-based organizations.  Goal VI: Strengthen the college's contributions to the field of education.	Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites  Goal IV: Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses.  Goal V: Achieve regional and national prominence for the university.	Faculty ratings on Professional Work Characteristics and Dispositions  Faculty supervisor ratings on PSY 592B practicum evaluation  Internship Evaluation by field and faculty supervisors  Praxis II Exam in School Psychology  Portfolio  Professional Education Advisory Board (PEAB) oral exam  Research Thesis or Project and oral defense  Alumni Survey	First and second year students  Second year students  Third year students  Third year students  Third year students  Third year students  Third year students	<b>Semi-Annually</b> : Fall and spring quarter  <b>Annually</b> : End of spring quarter  <b>End of program:</b> During internship  Spring quarter of third year  Spring quarter of third year  End of spring quarter  Prior to graduation  <b>Post-</b>	All students will receive satisfactory ratings (3 or higher) or will receive corrective feedback.  All students will receive satisfactory ratings (3 or higher) on the practicum evaluation  All students will receive satisfactory ratings (3 or higher) on the internship evaluation  All students will earn a passing score on the Praxis II Exam  All students will earn a rating of 1 or higher on the final portfolio  All students will pass

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	privately employed professionals with whom they come in contact.				Employer Survey		<b>graduation:</b> Once every five years	<p>the PEAB oral exam</p> <p>All graduating students will successfully complete a research thesis/project, with oral defense.</p> <p>At least 80% of alumni will report that they were well prepared to enter the profession (ratings of agree or strongly agree)</p> <p>All employers will rate school psychology graduate as well-prepared for their career by providing an average rating of 3 or higher on the employer survey</p>

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2. School psychology graduate students will develop knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychology graduate students will collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.
3. School psychology graduate students will develop 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 psychology graduate students will, in collaboration with others, develop appropriate cognitive and	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.

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<p>2. School psychology graduate students will develop knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychology graduate students will collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>Same as Goals as Student Learning Outcome 1</p>	<p>Same as Goals as Student Learning Outcome 1</p>	<p>Same as Goals as Student Learning Outcome 1</p>	<p>Same as Goals as Student Learning Outcome 1</p>	<p>Same Methods of Assessment as Student Learning Outcome 1</p>	<p>Same Students as Student Learning Outcome 1</p>	<p>Same as Schedule as Student Learning Outcome 1.</p>	<p>Same Mastery Criteria as Student Learning Outcome 1.</p>
<p>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.</p>								

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4. School psychology graduate students will develop 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 psychology graduate students will be able to collaborate 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 of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.
5. School psychology graduate students will develop 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 psychology graduate students will demonstrate the sensitivity and skills needed to work with individuals of diverse	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.

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characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.								

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6. School psychology graduate students will develop knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychology graduate students will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.
7. School psychology graduate students will develop knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychology graduate students will provide or	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.

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contribute to prevention and intervention programs that promote the mental health and physical well-being of students.								
8. School psychology graduate students will develop 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 psychology graduate students will work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.



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9. School psychology graduate students will develop 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.	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.
10. School psychology graduate students will develop 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 psychology graduate students practice in ways that are consistent with	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.

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applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.								
11. School psychologists have knowledge of information sources and technology relevant to their work. School psychology graduate students will access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same Methods of Assessment as Student Learning Outcome 1	Same Students as Student Learning Outcome 1	Same as Schedule as Student Learning Outcome 1.	Same Mastery Criteria as Student Learning Outcome 1.

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12. School psychology graduate students will demonstrate the appropriate professional attitudes, behaviors, and skills necessary to function successfully as a team member in a school environment .	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Same as Goals as Student Learning Outcome 1	Faculty ratings on Professional Work Characteristics and Dispositions  Internship Evaluation by field supervisors	First and second year students  Third year students	<b>Semi-Annually</b> : Fall and spring quarter  <b>End of program:</b> During internship	All students will receive satisfactory ratings (3 or higher) or will receive corrective feedback.  All students will receive satisfactory ratings (3 or higher) on Professional Behavior on the internship evaluation

\* NASP standards for training programs in school psychology may be found at <http://www.nasponline.org/standards/FinalStandards.pdf>. Washington State standards for school psychologist certification programs are codified in WAC 181-78A-270(6), available online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

