

**Kent State University**

**School Psychology Educational Specialist Program**

Interface Program Goals and Objectives with Course of Study

Year 1 Coursework

Program Goals/Objectives	SPSY 6/77912 Role of the School Psychologist	SPSY 6/77914 Field Experience in School Psychology	EDUC 6/76510 Statistics I for Educational Services	EDUC 6/75520 Child and Adolescent Development	SPSY 6/77920 Diagnosis of Childhood Disorders in Schools	SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors & School Psychologists
1. Data-based decision making and accountability: School psychologists have 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.						
<b>1A.</b> Demonstrate competence in applying a data-based, problem-solving process to student, group, and systems problems.			X	X		X
<b>1B.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.						X
<b>1C.</b> Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and exceptional educational needs.					X	
<b>1D.</b> Demonstrate knowledge of the use of a broad range of methods for assessing children's social-emotional and adaptive behavior.					X	
<b>1E.</b> Demonstrate knowledge of the use of a broad range of methods for assessing children's cognitive and academic functioning.						
<b>1F.</b> Demonstrate knowledge of assessment of curricula and instructional contexts.						
<b>1G.</b> Demonstrate competence in integrating intervention-based and diagnostic information to make special education eligibility decisions.					X	
<b>1H.</b> Demonstrate knowledge and applied proficiency in psychological and educational evaluation, assessment, and diagnoses.						

Program Goals/Objectives	SPSY 6/76955 Instructional Assessment for School Psychologists	SPSY 6/77692 Practicum I in School Psychology	SPSY 6/77972 Social Emotional Assessment for School Psychologists	SPSY 6/77965 Instructional Interventions for School Psychologists	SPSY 6/77960 Interventions with Culturally Diverse Students	SPSY 6/77951 Cognitive Assessment of Children in Schools
1. Data-based decision making and Accountability: School psychologists have 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.						
<b>1A.</b> Demonstrate competence in applying a data-based, problem-solving process to student, group, and systems problems.	X	X	X	X	X	X
<b>1B.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.	X	X	X	X		
<b>1C.</b> Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and exceptional educational needs.	X	X	X	X		X
<b>1D.</b> Demonstrate knowledge of the use of a broad range of methods for assessing children's social-emotional and adaptive behavior.		X	X			
<b>1E.</b> Demonstrate knowledge of the use of a broad range of methods for assessing children's cognitive and academic functioning.				X		X
<b>1F.</b> Demonstrate knowledge of assessment of curricula and instructional contexts.				X		
<b>1G.</b> Demonstrate competence in integrating intervention-based and diagnostic information to make special education eligibility decisions.				X		X
<b>1H.</b> Demonstrate knowledge and applied proficiency in psychological and educational evaluation, assessment, and diagnoses.				X		X

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2. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.						
2A. Demonstrate knowledge about multidisciplinary team functioning, and skill in participating on and leading such teams.	X					
2B. Demonstrate skill for conducting consultation and clinical interviews with teachers and parents in order to conceptualize treatment goals and develop intervention plans to accomplish these goals.						X
2C. Demonstrate the ability to work effectively with a variety of people.	X	X				X
2D. Summarize and communicate results of student evaluations and reports of research in terms that are understandable to educators and parents.					X	
2E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.	X				X	X
2F. Demonstrate knowledge of networks of child care systems and skill in interacting with diverse systems.						
2G. Demonstrate knowledge of fundamental principles related to leading and managing change.	X					
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.						
3A. Demonstrate knowledge of educational foundations, including special instruction, remedial and applied behavioral techniques.				X		
3B. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing academic and cognitive problems.				X		

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2A. Demonstrate knowledge about multidisciplinary team functioning, and skill in participating on and leading such teams.		X		X		
2B. Demonstrate skill for conducting consultation and clinical interviews with teachers and parents in order to conceptualize treatment goals and develop intervention plans to accomplish these goals.			X	X		
2C. Demonstrate the ability to work effectively with a variety of people.					X	
2D. Summarize and communicate results of student evaluations and reports of research in terms that are understandable to educators and parents.	X	X	X	X		X
2E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.		X		X		
2F. Demonstrate knowledge of networks of child care systems and skill in interacting with diverse systems.						
2G. Demonstrate knowledge of fundamental principles related to leading and managing change.						
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.						
3A. Demonstrate knowledge of educational foundations, including special instruction, remedial and applied behavioral techniques.	X		X	X	X	
3B. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing academic and cognitive problems.	X			X	X	X

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<b>3C.</b> Demonstrate knowledge of standard curricular and instructional foundations.						
<b>3D.</b> Demonstrate knowledge of major learner-generated strategies or activities that enhance cognitive and academic performance.				X		
<b>3E.</b> Demonstrate knowledge of the efficacy of evidence-based interventions that facilitate the cognitive and academic development of all children.						
<b>3F.</b> Conceptualize treatment goals and plans according to these goals.						X
<b>3G.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.						X
<b>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.</b>						
<b>4A.</b> Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing problems in social-emotional and adaptive functioning.				X	X	X
<b>4B.</b> Demonstrate knowledge and skill in implementing individual counseling/behavioral interventions for children and youth.					X	X
<b>4C.</b> Demonstrate knowledge and skill in implementing group counseling/behavioral interventions for children and youth.					X	
<b>4D.</b> Demonstrate knowledge of school psychological service delivery systems and evidence-based interventions that facilitate the social-emotional and adaptive functioning of all students.	X	X			X	X

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<b>3C.</b> Demonstrate knowledge of standard curricular and instructional foundations.	X			X		
<b>3D.</b> Demonstrate knowledge of major learner-generated strategies or activities that enhance cognitive and academic performance.	X			X		X
<b>3E.</b> Demonstrate knowledge of the efficacy of evidence-based interventions that facilitate the cognitive and academic development of all children.				X		X
<b>3F.</b> Conceptualize treatment goals and plans according to these goals.				X		X
<b>3G.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.				X		
<b>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.</b>						
<b>4A.</b> Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing problems in social-emotional and adaptive functioning.			X			
<b>4B.</b> Demonstrate knowledge and skill in implementing individual counseling/behavioral interventions for children and youth.						
<b>4C.</b> Demonstrate knowledge and skill in implementing group counseling/behavioral interventions for children and youth.						
<b>4D.</b> Demonstrate knowledge of school psychological service delivery systems and evidence-based interventions that facilitate the social-emotional and adaptive functioning of all students.						

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<b>4E.</b> Conceptualize treatment goals and develop intervention plans to accomplish these goals.						X
<b>4F.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.						X
<b>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.</b>						
<b>5A.</b> Demonstrate the ability to work effectively with a variety of people.		X				X
<b>5B.</b> Demonstrate knowledge about, sensitivity to, respect for and responsiveness to children, youth, and families, from various cultural and racial backgrounds.		X				X
<b>5C.</b> Demonstrate knowledge and appreciation for diversity and disabilities.						X
<b>5D.</b> Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning behavior of a diverse population of students.						
<b>6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services.</b>						
<b>6A.</b> Demonstrate knowledge of the organization and operation of schools, including directed observations and participation in school settings (for those students without educational certification and experience).	X	X				
<b>6B.</b> Demonstrate knowledge of systems variables that promote positive learning and behavior of all students.		X			X	
<b>6C.</b> Demonstrate knowledge of social and political forces affecting public schools.	X	X				

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<b>4E.</b> Conceptualize treatment goals and develop intervention plans to accomplish these goals.						
<b>4F.</b> Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.						
<b>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.</b>						
<b>5A.</b> Demonstrate the ability to work effectively with a variety of people.					X	
<b>5B.</b> Demonstrate knowledge about, sensitivity to, respect for and responsiveness to children, youth, and families, from various cultural and racial backgrounds.					X	X
<b>5C.</b> Demonstrate knowledge and appreciation for diversity and disabilities.	X		X	X	X	X
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<b>6D.</b> Demonstrate knowledge of organizational change strategies.	X					
<b>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.</b>						
<b>7A.</b> Demonstrate knowledge of psychological foundations focused on both typical and exceptional human learning and development, including biological and social bases of behavior.						
<b>7B.</b> Demonstrate knowledge and applied proficiency in psychological and educational intervention strategies including counseling, consultation, and behavior management.						X
<b>7C.</b> Demonstrate knowledge and applied proficiency in preventive and intervention models to promote wellness.						X
<b>7D.</b> Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students, including both proactive and reactive strategies.	X					
<b>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.</b>						
<b>8A.</b> Demonstrate knowledge and applied proficiency in interdisciplinary team participation.						
<b>8B.</b> Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.	X					
<b>8C.</b> Demonstrate knowledge of methods to promote family-school partnerships that foster children's learning and adjustment.						
<b>8D.</b> Demonstrate knowledge of community resources and applied proficiency in employing appropriate inter-system collaborations.						

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<b>6D.</b> Demonstrate knowledge of organizational change strategies.				X		
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7A. Demonstrate knowledge of psychological foundations focused on both typical and exceptional human learning and development, including biological and social bases of behavior.						
<b>7B.</b> Demonstrate knowledge and applied proficiency in psychological and educational intervention strategies including counseling, consultation, and behavior management.				X	X	
<b>7C.</b> Demonstrate knowledge and applied proficiency in preventive and intervention models to promote wellness.				X	X	
<b>7D.</b> Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students, including both proactive and reactive strategies.				X	X	
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<b>9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods.</b>						
<b>9A.</b> Demonstrates knowledge and applied proficiency in interdisciplinary team participation.			X			
<b>9B.</b> Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.						
<b>9C.</b> Conceptualize and implement assessments that facilitate the design and evaluation of interventions.						
<b>9D.</b> Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.						
<b>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.</b>						
<b>10A.</b> Demonstrate an understanding of the historical, current, and projected view of the professional role of the school psychologist, including standards for practice, and legal and ethical considerations.	X					
<b>10B.</b> Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.	X					
<b>10C.</b> Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.	X					
<b>10D.</b> Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.	X					X
<b>10E.</b> Behave in accordance with professional, legal, and ethical guidelines.		X				

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9A. Demonstrates knowledge and applied proficiency in interdisciplinary team participation.						
9B. Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.						
9C. Conceptualize and implement assessments that facilitate the design and evaluation of interventions.			X			X
9D. Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.						
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.						
10A. Demonstrate an understanding of the historical, current, and projected view of the professional role of the school psychologist, including standards for practice, and legal and ethical considerations.						
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10E. Behave in accordance with professional, legal, and ethical guidelines.						X

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11. Information Technology: School psychologists have knowledge of information sources and technology relevant to their work.						
<b>11A.</b> Demonstrate proficiency in basic computer technology operations and concepts.						
<b>11B.</b> Demonstrate personal and professional use of technology, including email and electronic listservs, word processing, templates for psychological reports and test data, and creation of database technology and spreadsheet applications.						
<b>11C.</b> Demonstrate competence in utilizing the World Wide Web for resource information and empirical research information and communication and information dissemination through email and scholarly listservs.	X	X			X	
<b>11D.</b> Demonstrate a basic understanding and material representation of website design skills through hands on experience and program requirements, through the creation of web-based student portfolios.						
<b>11E.</b> Demonstrate adequate presentation skills utilizing technological means of information dissemination through the use of Microsoft Powerpoint/Publisher, or comparable programs, and display proficiency in using associated technological equipment.	X				X	
<b>11F.</b> Demonstrate skills in critically analyzing the costs and benefits of using computerized scoring and interpretation 'report writers.'						
<b>11G.</b> Demonstrate an understanding of the ethical considerations related to disseminating psychological information using email and other electronic means.						X

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11C. Demonstrate competence in utilizing the World Wide Web for resource information and empirical research information and communication and information dissemination through email and scholarly listservs.				X	X	X
11D. Demonstrate a basic understanding and material representation of website design skills through hands on experience and program requirements, through the creation of web-based student portfolios.						
11E. Demonstrate adequate presentation skills utilizing technological means of information dissemination through the use of Microsoft Powerpoint/Publisher, or comparable programs, and display proficiency in using associated technological equipment.				X	X	
11F. Demonstrate skills in critically analyzing the costs and benefits of using computerized scoring and interpretation 'report writers.'			X			X
11G. Demonstrate an understanding of the ethical considerations related to disseminating psychological information using email and other electronic means.			X			X