Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

School Psychology PhD

Learning Goals and Objectives

Develop Competency in:
   (1) Research
   (2) Ethical and Legal Standards
   (3) Individual and Cultural Diversity
   (4) Professional Values, Attitudes and Behaviors
   (5) Communication and Interpersonal Skills
   (6) Assessment
   (7) Intervention
   (8) Supervision
   (9) Consultation and Interprofessional/Interdisciplinary Skills
   (10) Discipline-Specific Knowledge

Assessment Methods

The school psychology program uses the following key assessments to examine student learning:

-   Annual Evaluation Assessment Tool
-   Portfolio Review

Assessment Process
Due to accreditation requirements, practicum and internship data are routinely collected and stored in the college's assessment system, Tk20.

For the purposes of this accreditation, the faculty will look at the following Learning objects annually:

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X			X	
LO2	X			X	
LO3	X			X	
LO4		X			X
LO5		X			X
LO6		X			X
LO7			X		
LO8			X		
LO9			X		

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LO10			X		

Status, Outcomes and Results

How will you report and discuss your findings in your unit?

Our program employs a model of formative assessment and continuous improvement to maintain and improve the quality of the training that students receive. Faculty and student representatives provide input on agenda items at monthly meetings to improve the program. Ongoing formative assessment provides an empirical basis for program adaptation over time. Program outcomes and processes are assessed more formally through the following activities:

- We conduct an annual student evaluation each May/June, where each student submits an updated competency portfolio and is evaluated by faculty on core program objectives using our annual evaluation assessment tool. Previously, our program evaluated students on 8 core competencies. We are in the process of revising our annual student evaluation to align with APA's set of 10 core competencies listed under Learning Goals and Objectives. We plan to complete this revision in the 2018-19 academic year and will use the revised evaluation in the 2019-20 academic year. Although our program uses student portfolio review to provide feedback to students on their progress, another important outcome is that it allows the faculty an opportunity to self-assess our program via an in-depth assessment of the progress of each student individually, each cohort, and all students currently in the program.
- Data containing information about student progress and achievements, based in part on the annual evaluation results, are collected by our academic secretary and program director on all current and past students. These data assure that the program goals and objectives are being met, that we have the necessary data to complete APA's Online Annual Report, and to update our public disclosure tables on the program's website.
- Each graduating class of students completes a Graduate School exit survey to assess their opinions regarding the quality of training, advising, teaching, and professional role-modeling they received during their time as a student. The program receives the results of this annual survey each summer.

Decisions Plans and Recommendations

Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date

We will leverage our existing annual evaluations and associated data metrics to derive program wide goals and action plans for improvement. Action plans will be designed to generate goals that are observable, measurable, and assessed through formative and summative processes. Action plans can be targeted at the student, cohort, or program level. At the individual student level, action plans will be developed following procedures for "remediation plans" outlined in the current student handbook. If an action plan and associated goals are needed based on annual evaluation data, faculty will set a long term goal that will be evaluated at the next annual evaluation time period. Our action plan process will define the area of concern as the difference between the expected outcome and current performance. Using this discrepancy to define the current context around the action plan and associasted goals, the faculty will enage in discussions to activitely generate potential solutions and next steps. Once an action plan is finalized with observable goals and associated data metrics, the plan will be implemented. Our summative evaluation of the plan will occur at the next annual evaluation period. However, because faculty engage in bi-weekly faculty meetings progress on action plans can be reported on and

modifications to action plans can be made if formative data indicate the progress on the action plan/goal is not sufficient to obtain the summative goal.

APPENDIX A: PROFESSION-WIDE COMPETENCIES ASSESSMENT PLAN

Table 2: Profession-Wide Competencies Template: Complete the table for each of the profession-wide competencies (see IR C-8 D) to demonstrate how each required competency is covered.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 D. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-18 D states that, "Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 D, including the bulleted content, and must be consistent with the program aim(s)." The table below has been pre-populated with the required elements from IR C-8 D, and programs must ensure that multiple elements are listed in Table 2 and assessed for each competency.

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Competency:	*(i) Research*	
Elements associated with this competency from IR C-8 D	• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
Program-defined elements associated with this competency (if applicable; see table description above)	• N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 601: Research team experience • Professional conference attendance • SPSY 609/626: Field Experience Practicum • Research proposal section of comprehensive examination • Dissertation	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 601: Research team passed each term enrolled • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.9: Research and program evaluation" item) • Research proposal section of	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Comprehensive examination rubric

	comprehensive examination passed • Dissertation Proposal Defense Passed • Dissertation Defense Passed	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Attend at least two professional conferences or conventions (at least one of which is national), and present a paper, poster or workshop, or participate in a symposium during at least one of these meetings. • Receive a passing score on a written review of at least two professional publications. Reviews must either have received a grade of B- or better in a course or scored by a school psychology faculty member. • Receive a passing score on at least one comprehensive scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. • Research Comprehensive Exam: Score = Pass or Meritorious • Dissertation proposal and final defense, approved by committee **Yearly Evaluation:** • Practicum Evaluation – Research and program evaluation (score of 3 or higher) • Satisfactory rating by program faculty	

Competency:	*(ii) Ethical and legal standards*

Elements associated with this competency from IR C-8 D	• Be knowledgeable of, and act in accordance with, each of the following:
	  o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
	  o Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
	  o Relevant professional standards and guidelines.
	 • Recognize ethical dilemmas as they arise and apply ethical decision-making processes in

	order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities.	
Program-defined elements associated with this competency	• N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CITI Certification • SPSY 663: Professional Ethics • SPSY 606 Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum • SPSY 704 Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 663: Professional Ethics course passed • CITI Certification completed • SPSY 606 Field Studies Acad Intv Clinic Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Ethical behavior" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Ethical behavior" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Legal and ethical behavior" items) • SPSY 704 Internship Evaluation meets competency	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Praxis School Psychologist Exam • Intern Evaluations

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	• Praxis School Psychologist Exam passed	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: B- or better • CITI Certification completed **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations - Ethical behavior, Legal and ethical behavior (scores of 3 or higher)	

Competency:	*(iii) Individual and cultural diversity*
Elements associated with this competency from IR C-8 D	• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
Program-defined elements associated with this competency	• N/A
Required training/experiential activities to meet each element. If applicable, clarify	• EDLD 637: Diversity in Education OR SPED 510: Diversity in Special Education OR CPSY 615: Counseling Diverse Populations SPSY 606 Field Studies Acad Intv Clinic SPSY 609/626: Field Experience Practicum

where activity description (e.g., syllabus) is located.		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • EDLD 637: Diversity in Education OR SPED 510: Diversity in Special Education OR CPSY 615: Counseling Diverse Populations passed • SPSY 606 Field Studies Acad Intv Clinic Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Respect for human diversity" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Respect for human diversity" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Student diversity in development and learning" items) • Praxis School Psychologist Exam passed	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Praxis School Psychologist Exam
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: B- or better **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – Respect for human diversity, Student diversity in development and learning (scores of 3 or higher)	

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Competency:	*(iv) Professional values, attitudes, and behaviors*
Elements associated with this competency from IR C-8 D	• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 661: Principles and Practices in School Psychology • SPSY 606: Field Studies Introductory • SPSY 606 Field Studies Acad Intv Clinic SPSY 609/626: Field Experience Practicum • SPSY 704: Internship

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 661: Principles and Practices in School Psychology passed • SPSY 606: Field Studies passed • SPSY 609: Community Agency Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics • SPSY 609/626: Field Experience	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

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	Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics • SPSY 704: Internship Evaluation meets competency— Quarterly Intern Professional Behavior Evaluation Form	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: B- or better • Successfully participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees). Also, please write a brief (1-2 page) analysis of your experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process? • Satisfactorily reflect upon a professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation. Please write a brief (1-2 page) analysis of your experience. Describe the purpose of the professional training opportunity. What did you find especially worthwhile about this training opportunity? How might this experience impact your professional behavior? • Obtain a passing grade on a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. • Successfully complete practicum and internship experiences. Submit evaluation reports from all practicum supervisors. **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations - scores of 3 or higher • Intern Evaluations – scores of "Satisfactory" or "Exemplary"

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Competency:	*(v) Communications and interpersonal skills*
Elements associated with this competency from IR C-8 D	• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 606: Field Studies Introductory • SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 606: Field Studies passed • SPSY 606: Field Studies Acad Intv Clinic Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Communication skills" and "Effective interpersonal skills" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Quarterly Evaluation of	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Field Studies Evaluations • Practicum Evaluations

	Professional Behavior and Work Characteristics ("Communication skills" and "Effective interpersonal skills" items)	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: B- or better **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – Communication skills, Effective interpersonal skills (scores of 3 or higher)	

Competency:	*(vi) Assessment*
Elements associated with this competency from IR C-8 D	• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify	• SPSY 617: Tests & Measurement OR EDLD 560 Measurement & Assessment • SPSY 671: Behavioral Assessment • SPSY 672: Intellectual Assessment

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where activity description (e.g., syllabus) is located.	• SPSY 674: Educational Assessment • SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum	

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 617: Tests & Measurement OR EDLD 560 Measurement & Assessment passed • SPSY 671: Behavioral Assessment passed • SPSY 672: Intellectual Assessment passed • SPSY 674: Educational Assessment passed • SPSY 606: Field Studies Acad Intv Clinic passed • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Assessment" items) • SPSY 609/626: Field Experience Practicum Special Education Evaluation assignment • Praxis School Psychologist Exam passed	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Practicum Special Education Evaluation rubric • Praxis School Psychologist Exam
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: Grade of B- or better • Receive passing scores on at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. **Yearly Evaluation:**	

	• Satisfactory rating by program faculty • Practicum Evaluations – Assessment (scores of 3 or higher)

Competency:	*(vii) Intervention*
Elements associated with this competency from IR C-8 D	• Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking. • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 631: Academic and Behavioral Intervention • SPED 540: Early Literacy for Diverse Learners • SPSY 610: Beginning Counseling Skills • SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship

| **How outcomes are measured** for each training/experiential activity listed above. List | How outcomes are measured:
• SPSY 631: Academic and Behavioral Intervention passed | Evaluation tool and self-study location:
• Course syllabi
• Annual Student Evaluation |

where in the self-study all associated evaluation tools are located.	- SPSY 631: Academic and Behavioral Interventions Academic and Behavioral Interventions paper - SPED 540: Early Literacy for Diverse Learners passed - SPSY 610: Beginning Counseling Skills passed - SPSY 606: Field Studies Acad Intv Clinic passed - SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Intervention" items) - SPSY 609/626: Field Experience First Step Next case - SPSY 704: Internship Behavior Intervention Plan - SPSY 704: Internship Case Study - Praxis School Psychologist Exam passed	- Practicum Evaluations - Practicum First Step Next case rubric - Intern Behavior Intervention Plan rubric - Intern Case Study rubric - Praxis School Psychologist Exam
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** - Courses: grade of B- or better - Receive a passing score on a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem, including pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. **Yearly Evaluation:** - Satisfactory rating by program faculty - Practicum evaluations—Intervention (scores of 3 or higher)	

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Competency:	(viii) Supervision	
Elements associated with this competency from IR C-8 D	• Demonstrate knowledge of supervision models and practices.	
Program-defined elements associated with this competency	• N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 662: Foundations of Clinical Supervision • SPSY 602: Supervised College Teaching	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 662: Foundations of Clinical Supervision passed • SPSY 602: Supervised College Teaching passed • SCT evaluation template	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of program:** • Courses: grade of B- or better • Successfully prepare and give at least two lectures in undergraduate or graduate level courses. • Successfully plan and conduct at least one in-service training program for professionals or parents. • After successfully completing the first two years of coursework and practicum (including SPSY 609/626), successfully complete SPSY 662 Foundations of Clinical Supervision (B- or better) and demonstrate satisfactory skills in the provision of supervision in practicum or practicum-related course, for at least one quarter, while enrolled in SPSY 602 Supervised	

	College Teaching. Must receive a passing grade in SPSY 602 and "meets expectations" ratings on the SCT evaluation completed by the supervising faculty member. **Yearly Evaluation:** • Satisfactory rating by program faculty

Competency:	*(ix) Consultation and interprofessional/interdisciplinary skills*
Elements associated with this competency from IR C-8 D	• Demonstrates knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 630: Introduction to Consultation • SPSY 632: Advanced Consultation • Case study section of comprehensive examination • SPSY 609/626: Field Experience Practicum

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 630: Introduction to Consultation passed • SPSY 632: Advanced Consultation passed • Case study section of comprehensive examination passed • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Consultation and Collaboration" items) • SPSY 609/626: Field Experience Case Study: Capstone Case assignment	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Comprehensive examination rubric • Practicum Evaluations • Practicum Capstone case rubric • Praxis School Psychologist Exam

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	• Praxis School Psychologist Exam passed
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Receive a passing score on a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. • Receive a passing score on a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school, school system, classroom system, or agency. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. • Case study Comprehensive Examination: Score = Pass or Meritorious **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum evaluations—Consultation and Collaboration (scores of 3 or higher)

APPENDIX B: DISCPLINE-SPECIFIC KNOWLEDGE COMPETENCIES ASSESSMENT PLAN

Table 3. Discipline-Specific Knowledge

Complete the table for each discipline-specific knowledge area outlined in Implementing Regulation (IR) C-7 D.

The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D. According to the IR, programs must, "provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge." The IR also states that, "Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge."

Provide information below to illustrate how the program ensures that students *possess* knowledge in:		
Knowledge Area:	***History and Systems of Psychology***	
How does the program ensure that students possess knowledge?	• CPSY 605: History & Systems of Psychology	
How does the program assess students' knowledge in this area?	How outcomes are measured: • CPSY 605: History & Systems of Psychology course passed • CPSY 605: History & Systems of Psychology historical paper	Evaluation tool and location: • Course syllabus • Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	
Knowledge Area:	***Affective Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• SPSY 651: Cognitive & Affective Bases of Behavior	
How does the program assess students' knowledge in this	How outcomes are measured: • SPSY 651: Cognitive & Affective Bases of	Evaluation tool and location: • Course syllabus

area?	Behavior course passed • SPSY 651: Cognitive & Affective Bases of Behavior scholarly term paper	• Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	

Knowledge Area:	*Biological Aspects of Behavior*	
How does the program ensure that students possess knowledge?	• SPSY 652: Biological Aspects of Behavior	
How does the program assess students' knowledge in this area?	How outcomes are measured: • SPSY 652: Biological Aspects of Behavior course passed • SPSY 652: Biological Aspects of Behavior scholarly term paper	Evaluation tool and location: • Course syllabus • Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	

Knowledge Area:	*Cognitive Aspects of Behavior*	
How does the program ensure that students possess knowledge?	• SPSY 651: Cognitive & Affective Bases of Behavior	
How does the program assess students' knowledge in this area?	How outcomes are measured: • SPSY 651: Cognitive & Affective Bases of Behavior course passed • SPSY 651: Cognitive & Affective Bases of Behavior scholarly term paper	Evaluation tool and location: • Course syllabus • Annual Student Evaluation Form
For each outcome above, what minimum level of achievement	• Grade of B- or better	

(MLA) must be met?	

Knowledge Area:	***Developmental Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• CPSY 621: Developmental Psychology across the Lifespan • SPSY 650: Developmental Psychopathology	
How does the program assess students' knowledge in this area?	How outcomes are measured: • CPSY 621: Developmental Psychology across the Lifespan course passed • SPSY 650: Developmental Psychopathology course passed • SPSY 650: Developmental Psychopathology developmental psychopathology scholarly paper	Evaluation tool and location: • Course syllabus • Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	

Knowledge Area:	***Social Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• CPSY 610: Social Aspects of Behavior	
How does the program assess students' knowledge in this area?	How outcomes are measured: • CPSY 610: Social Aspects of Behavior course passed • CPSY 610: Social Aspects of Behavior scholarly term paper	Evaluation tool and location: • Course syllabus • Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	

Knowledge Area:	**Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas** *(excluding History and Systems)*	
How does the program ensure that students possess knowledge?	• SPSY 651: Cognitive & Affective Bases of Behavior	
How does the program assess students' knowledge in this area?	How outcomes are measured: • SPSY 651: Cognitive & Affective Bases of Behavior course passed	Evaluation tool and location: • Course syllabus • Annual Student Evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of B- or better	

Knowledge Area:	**Research Methods**	
How does the program ensure that students possess knowledge?	• EDUC 650: Single-Subject Research Methods I • SPSY 601: Research • SPED 626: Grant Writing • Research proposal section of comprehensive examination • Dissertation Proposal • Dissertation	
How does the program assess students' knowledge in this area?	How outcomes are measured: • EDUC 650: Single-Subject Research Methods I passed • EDUC 652: Single Subject Research Methods II passed • SPED 626: Grant Writing passed • Research proposal section of comprehensive examination passed • Dissertation Proposal defended • Dissertation defended	Evaluation tool and location: • Course syllabi • Annual Student Evaluation Form • Comprehensive examination rubric
For each outcome above, what	• Courses: Grade of B- or better	

minimum level of achievement (MLA) must be met?	• Research comprehensive examination: score of "Pass" or "Meritorious" • Dissertation Proposal approved • Dissertation approved

Knowledge Area:	*Quantitative Methods*
How does the program ensure that students possess knowledge?	• EDUC 614: Educational Statistics • EDUC 640: Applied Statistics, Design, and Analysis • EDUC 642: Multiple Regression in Educational Research • EDUC 644 Applied Multivariate Statistics • EDUC 646 Advanced Research Design in Education • EDLD 628 Hierarchical Linear Modeling I • EDLD 629 Hierarchical Linear Modeling II • EDLD 633 Structural Equation Modeling I • EDLD 634 Structural Equation Modeling II • Research proposal section of comprehensive examination • Dissertation Proposal • Dissertation

How does the program assess students' knowledge in this area?	How outcomes are measured: • EDUC 614: Educational Statistics passed • EDUC 640: Applied Statistics, Design, and Analysis passed • EDUC 642: Multiple Regression in Educational Research passed **-AND- two of the following:** EDUC 644 Applied Multivariate Statistics EDUC 646 Advanced Research Design EDLD 628 Hierarchical Linear Modeling I EDLD 629 Hierarchical Linear Modeling II	Evaluation tool and location: • Course syllabi • Annual Student Evaluation • Comprehensive examination rubric

	EDLD 633 Structural Equation Modeling I EDLD 634 Structural Equation Modeling II • • Research proposal section of comprehensive examination passed • Dissertation Proposal defended • Dissertation defended	
For each outcome above, what minimum level of achievement (MLA) must be met?	• Courses: Grade of B- or better • Research comprehensive examination: score of "Pass" or "Meritorious" • Dissertation Proposal approved • Dissertation approved	
Knowledge Area:	*Psychometrics*	
How does the program ensure that students possess knowledge?	• SPSY 671: Behavioral Assessment • SPSY 672: Intellectual Assessment • SPSY 674: Educational Assessment	
How does the program assess students' knowledge in this area?	How outcomes are measured: • SPSY 671: Behavioral Assessment passed • SPSY 671: Behavioral Assessment data analysis • SPSY 672: Intellectual Assessment passed • SPSY 672: Intellectual Assessment administration of intellectual assessment • SPSY 674: Educational Assessment passed • SPSY 674: Educational Assessment educational assessment report	Evaluation tool and location: • Course syllabi • Annual Student Evaluation

For each outcome above, what minimum level of achievement (MLA) must be met?	• Courses: Grade of B- or better