

Course Sequence Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.

The [course sequence](#) provided in *Figure 1* (AY 2022–2023 [University Catalog](#) will be live by mid-June 2022) provides a framework for rigorous coursework paired with rich clinical experiences. The goal of the course sequence is to develop successful School Psychologists who are prepared with the necessary knowledge, skills, and dispositions to work with all students.

During the first term, candidates take introductory coursework on counseling and mental health interventions, ethical practices of professional school psychology, human development, and assessment. Candidates learn about fieldwork and practicum plans and are required to complete their basic skills requirement, TB test, and certificates of clearance.

During the second term, candidates work to advance their skills and knowledge through coursework in counseling and mental health, develop their skills on cultural and community issues in counseling and school psychology, learn cognitive and neuropsychological assessment for intervention, and study legal aspects of special education. Further, candidates participate in PREPARE training and finalize practicum sites.

In the third term, which occurs during the summer, candidates are introduced to education research and positive behavior supports. These courses are offered during the seventh term as well if candidates prefer to take either or both of these courses later in the program. Additionally, candidates contact their practicum supervisors and plan their practicum process.

In the fourth term, candidates begin to experience the practice of school psychology in the field as they begin practicum. The goal for this practicum placement is for each candidate to complete 300 hours of experience. Simultaneously with their practicum placements, candidates take coursework to develop skills in learning theory and learning disabilities, advancing their knowledge of and skills in assessment, intervention, and mental health in schools.

In the fifth term, during practicum placements candidates advance their skills in assessment, group counseling, leadership, intervention, and behavioral supports. Further, in this term candidates begin to secure their internship placement and submit their self and supervisor practicum evaluations.

In the summer of the seventh term, courses that are offered in the third term are available for candidates who preferred to take these courses later in the program. During the summer, all interns work with their internship site supervisors to clarify start dates and learn about any unique site requirements.

In the eighth term, candidates learn about supervision and mentoring, school-based consultation, and collaboration as well as best practices in school psychology. Candidates are also actively participating in their internship placement with the goal of completing 600 hours. Also, during this term candidates are required to pass the Praxis exam.

In the ninth and final term of the program, candidates advance their knowledge of best practices in school psychology, supervision, and mentoring and develop their skills on leadership and systems change. During this term, candidates submit their final portfolio and all internship hours (1200) and complete their exit interviews.

The more detailed course matrix is available [here](#). The course matrix provides detailed course syllabi as well as where program TPEs are introduced, practiced, and assessed.

a. Assessment of Candidates

Key Assignments

In addition to traditional coursework, a number of assignments are designated as “key assignments” and tracked separately from candidate’s course grades for program evaluation and improvement purposes. These assignments are evaluated based on a 4-point rubric (from 1 = skills are in need of initial development to 4 = skills are advanced). A minimum score of 2 (skills are developing as expected) in each assessed domain is required to be considered passing. Assignments that do not earn this score upon first submission must be resubmitted according to instructor feedback until they reflect the necessary components for competency. A course containing a key assignment cannot be passed until the key assignment reaches competency, regardless of the number of overall course points earned. Key assignments are designated as such on each respective course syllabus.

Figure 2.

Methods, Frequency, and Types of Assessments

Method of Evaluation	Frequency of Evaluation	What Is Being Evaluated	Evaluated By Whom
First Year Review	Spring 1st Year	Program Big Ideas	Faculty

Key Assignments	Each Semester	Mastery of Performance Expectations & Program Standards	Faculty
Practicum Fieldwork Evaluation	End of Fall and Spring 2 nd Year	Practice Level assessment of Performance Expectations & Program Standards	Fieldwork Supervisors, Students, Faculty
Internship Fieldwork Evaluation	End of Fall and Spring 3 rd Year	Mastery Level assessment of Performance Expectations & Program Standards	Fieldwork Supervisors, Students, Faculty
Praxis Examination	Fall 3 rd Year	School Psychology Profession Mastery	Exam
Exit Interview	End of Spring 3 rd Year	All SPPEs & Program Big Ideas	Faculty

Candidates receive advice about how they will be assessed in their [program](#) and [fieldwork handbooks](#) as well during advising in the program and are informed of the results of those assessments.

How the candidates will be evaluated in the program courses and fieldwork is discussed in the program orientation; outlined in the [program handbook](#), syllabi, and program canvas pages; and further reviewed and discussed in advisement meetings with faculty advisors.

Demonstration of Mastery Examination: Educational Testing Service Praxis Exam in School Psychology

All candidates in the program are required to pass the Educational Testing Service Praxis Exam in School Psychology (Test# 5402). A passing score is 147, which is the same score necessary for certification as a Nationally Certified School Psychologist (NCSP). Upon passing the ETS Praxis Exam and completion of all coursework in the school psychology program, candidates are eligible to apply to the National Association of School Psychologists for the NCSP. Candidates are advised to take this exam early in their last year of studies. Once candidates have successfully passed the ETS Praxis Exam, they notify Hilary Anderson, School Psychology and Counseling administrative coordinator and supply the exam date.

The majority of candidates take the ETS Praxis Exam in the summer before their internship year or in fall or interterm of their internship year. However, the exact time of testing is at the candidates' discretion.

Program Completion Portfolio

In their ninth term candidates submit a comprehensive portfolio. This portfolio includes NASP Domains, CTC Standards, and our program big ideas.

Exit Interview

A candidate's completed portfolio is submitted electronically one week prior to their exit interview. Candidates' exit interviews are individual appointments with one or more faculty members, during which candidates are asked questions about their artifacts as well their skills development across all CTC standards of practice, 10 NASP domains, and the program's eight Big Ideas. Candidate's oral responses are rated on a scale of 1 to 3 by the faculty according to the same scale used to evaluate the written responses and artifacts in their portfolio (3 = advanced, 2 = adequate, and 1 = insufficient). To help candidates prepare for their interview, we recommend they carefully review the NASP domains and CTC standards of practice. We also anticipate that the preparation of the portfolio and writing of its introduction and integrative essay will assist with this review.