

**Institutional Effectiveness  
2023-2024**

**Program:** Counseling and Psychology EDS

**College and Department:** College of Education, Department of Counseling and Psychology

**Contact:** Daniel Upchurch, PhD., MSCP.

**Mission:** The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public-school system. The graduate program is designed to prepare people for careers in a variety of helping professions. Instruction is a major component of the academic mission of the department in the graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

**SLO1: Produce competent professionals that meet state and national standards**

**Define Outcome:**

School Psychology students will demonstrate competency across 10 domains which aligns with the standards covered by CAEP, NASP & TNBOE. 1) Data Based Decision Making, 2) Consultation & Collaboration, 3) Academic Interventions and Instructional Support, 4) Mental and Behavioral Services and Interventions, 5) School Wide Practice to Promote Learning, 6) Services to Promote Safe and Supportive Schools, 7) Family, School & Community Collaboration, 8) Equitable Practice for Diverse Student Populations, 9) Research and Evidence-Based Practice and 10) Legal, Ethical and Professional Practice.

**Assessment Methods:**

- a. *School Psychology Praxis Exam* – The 125 selected-response questions in the School Psychologist focus on both content and process issues that are relevant to the school setting. The test content measures a candidate's knowledge and skills spanning the areas of (I) practices that permeate all aspects of service delivery (aligns with Domain 1 and 2); (II) services for children, families, and schools at the student level (aligns with 3 & 4); (III) services for children , families, and schools at a systems level ( aligns with 5, 6 & 7) and (IV) foundations of school psychological service delivery (aligns with 8, 9 & 10).



- b. *Comprehensive Exam* - a written examination administered by the candidate's advisory committee—typically composed of three faculty members—measuring the candidate's knowledge gained from various program coursework

## **2) Criteria for Success (Thresholds for Assessment Methods):**

- a. We have met the 100% pass rate for both the PRAXIS and Comprehensive Exam for (at least) the past 5 years. Ideally, we'd continue to meet that pass rate.
- b. The Tennessee Board of Education requires that School Psychology Ed.S. candidates pass the PRAXIS with a minimum score of 155.
- c. The National Association of School Psychologists (NASP) recommends that applicants who are seeking their Nationally Certified School Psychologist credential (NCSP) must pass the PRAXIS with a minimum score of 155. This is a professional certification for school psychologists who meet National Association of School Psychologists' national standards.
- d. If School Psychology candidates score lower than 155 on the PRAXIS and < 2.65 on the Comprehensive examination, faculty will implement several interventions to improve their chance of success when they retake the examination.

- e. Programmatic Response will consist of the following Interventions:

Review Score Report: Identify areas of strengths and weaknesses.

Reflect on Test-Taking Experiences: Work on time management and test anxiety.

Create a Study Plan: Provide candidates with PRAXIS study guides and practice tests that closely align with the test format.

Pinpoint Specific Content Gap: conduct study sessions for candidates on the areas of weaknesses. Allow candidates to lead these study sessions with faculty support.

## **3) Results and Analysis:**

We had one student that took the School Psychology Praxis this year; that student passed and scored above the qualifying standard:



**Praxis Examination (2017-2024)**

Year	Number Taking Examination	Average	State Average	Qualifying Score	TTU Pass Rate
2017-2018	2	156.5	168.9	147	100%
2018-2019	4	163.3	168.46	147	100%
2019-2020	6	162.3	168.46	147	100%
2020-2021	1	161	170.25	147	100%
2021-2022	4	165.60	168.10	147	100%
2022-2023	6	161.67	171.10	147	100%
2023-2024	1	180	175.65	155	100%

**Comprehensive Examination (2017-2024)**

Year	Number Taking Examination	Qualifying Score	Pass Rate
2017-2018	2	2.65-4.00	100%
2018-2019	3	2.65-4.00	100%
2019-2020	5	2.65-4.00	100%
2020-2021	0	2.65-4.00	100%
2021-2022	5	2.65-4.00	100%
2022-2023	2	2.65-4.00	50%
2023-2024	9	2.65-4.00	100%



**Use of Results to Improve Outcomes:**

The results allow faculty to identify the strengths and weaknesses of school psychology candidates, provide personalized feedback, adjust curriculum and refined assessment. Additionally, the comprehensive examination results help guide the development of targeted interventions, such as tutoring, peer mentoring and seminars. These insights ensure that school psychology student meet professional standards and competencies, which better prepares them for the demands of school psychology in the real-world settings.

**Summative Evaluation:**

Our Ed.S. program continues to thrive currently supporting six dedicated school psychology students. One student is expected to graduate in fall 2024, with another candidate set to complete the program in Spring 2025. With the growing demand for school psychologists, our mission is to prepare competent, confident professionals who can contribute to the academic, social, emotional and behavioral well-being of students in schools.

**Assessment Plan Changes:**

We have hired a new school psychology professor to replace Dr. Jann Cupp, who retired in 2022. Currently, we are updating crosswalk, criteria for success and school psychology webpage.



## Appendix 1: Curriculum Map

Program: School Psychologist (EdS)	NASP Domains & Standards for Graduate Preparation of School Psychologists									
	Data Based Decision Making	Consultation and Collaboration	Academic Interventions and Instructional Supports	Mental and Behavioral Health Services and Interventions	Services to Promote Safe and Supportive Schools	School-Wide Practices to Promote Learning	Family, School, and Community Collaboration	Equitable Practices for Diverse Student Populations	Research and Evidence-Based Practice	Legal, Ethical, and Professional Practice
Course & Assignment	1	2	3	4	5	6	7	8	9	10
<b>Required Courses:</b>										
PSY 7170 Consultation in the Educational Setting	X	X	X	X	X	X	X	X	X	X
PSY 7310 Advanced Educational Statistics	X								X	
PSY 7610 Intro to Personality Assessment	X		X	X					X	X
PSY 7910 Assessment & Intervention I	X	X	X	X	X	X	X	X	X	X
PSY 7920 Assessment & Intervention II	X	x	x	X	X	X	X	X	X	X
PSY 7950 Internship in School Psychology*	X	X	X	X	X	X	X	X	X	X
CUED 6010 Curriculum Development and Evaluation					X		X		X	
FOED 7020 Philosophy and Public Policy					X					
PSY 7900 Independent Study in Educational Psychology	X		X	X		X		X	X	X
SPED 6010 Surv-Disab Char,Proc,Meth/SPED *Note: First-time licensees are also required by the State of Tennessee to take a special education survey course before seeking licensure.		X			X			X		X