

**Institutional Effectiveness
2024-2025**

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 two students that took the School Psychology Comprehensive Exam this year; both students passed and scored above the qualifying standard. Praxis

results are not available at this time.

Praxis Examination (2018-2025)

Year	Number Taking Examination	Average	State Average	Qualifying Score	TTU Pass Rate
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%
2024-2025	*	*	*	*	*

*Data not available as of report deadline

Comprehensive Examination (2018-2025)

Year	Number Taking Examination	Qualifying Score	Pass Rate
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%
2024-2025	2	2.65-4.00	100%

Use of Results to Improve Outcomes:

Students have demonstrated deficiencies in key areas such as ethics and laws, historical foundations, and the roles and functions of a school psychologist. Students would benefit from more hands-on experiences prior to internship and targeted support to help improve their Praxis examination scores.

Beginning in Summer 2025, two new courses will be introduced focusing on Ethics and Laws in School Psychology, internship preparation and the Roles and Functions of the School Psychologist. These courses will also include an in-depth review of the NASP 10 Domains of Practice, and the content categories covered in the Praxis examination. Pending approval, the full implementation of these courses is scheduled for Spring 2026.

To assess student learning and competency, participants will complete a pretest, written and oral reflective activities, midterm and a final exam and post-course survey as part of the course evaluation process.

Summative Evaluation:

Students have expressed a strong interest in having courses such as School Psychology Practicum and Roles and Functions of the School Psychologist offered prior to beginning their internship and taking the Praxis examination. Additionally, students are seeking the formation of a student organization aimed at promoting community building, outreach, leadership development, and professional growth within the program.

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
Required Courses:										
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