

**Specialist in School Psychology (SSP) Program  
Sam Houston State University  
Graduate Program Review**

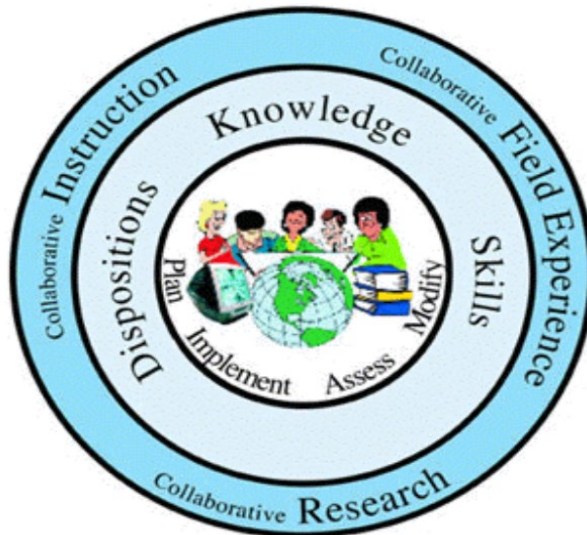
**Section I. Program Profile** (for this section, members will review the university strategic planning statement, annual program assessment reporting, Institutional Effectiveness data, and graduate faculty interviews)

**A. SSP Program Overview**

The SHSU Specialist in School Psychology Program is based on the standards of the National Association of School Psychologists (NASP). As such it is a 60-hour program leading to a Specialist degree which meets the academic requirements recognized by the Texas State Board of Examiners of Psychology (TSBEP) for a Licensed Specialist in School Psychology (LSSP). The academic knowledge base for the Program embraces an integrated sequence of foundational and practical coursework as well as field-based experiences and professional practice.

**Philosophy**

The SHSU Specialist in School Psychology (SSP) Program is based on the philosophy of integrating scientific inquiry and service delivery through the use of data-based intervention and performance-based assessment. The paradigm assumes that the specialist in school psychology is engaged in problem-solving and collaborates with all involved parties in empirically-based decision-making.



**Enhancing The Future Through  
Preparation in School Psychology**

Likewise, specialists in school psychology realize the constantly changing nature of the field of psychology and the need to continue their education beyond graduation, licensure, and employment.

The SSP Program relates research associated with psychology and education to advance social/emotional and cognitive accomplishments in school-aged young people. Human diversity and individual differences necessitate a variety of interventions to address the many influences that affect students and their performances. Specialists in school psychology should be effective problem-solvers who use appropriate data-gathering procedures to assist various systems associated with students including the individual students themselves, families, teachers, administrators, districts, and communities. Additionally, graduates are expected to be models of mental health in balancing personal and professional domains.

The SSP Program is aligned with the Ethical Guidelines of the National Association of School Psychologists and the American Psychological Association and with the Rules of the Texas State Board of Examiners of Psychologists.

The School Psychology Program is affiliated with the Educator Preparation Programs at SHSU and the Council for Accreditation of Educator Preparation (CAEP). Thus, the School Psychology Program embodies the Conceptual Framework adopted by the Sam Houston State University College of Education:

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.*

Further, in alignment with the mission of the Educator Preparation Programs, the SSP Program strives to fulfill the need in our society for quality educators who will advance and positively influence the goals of society through assisting our candidates in achieving the five Conceptual Framework indicators of 1) developing a knowledge base that is comprehensive and directed to the candidates' individual needs, 2) technological mastery and mastery of the more complicated processes of problem-solving and decision-making necessary in a world with complex standards that are at times abstract and perhaps seemingly contradictory, 3) effectively communicating with a diverse group of stakeholders and striving for the highest levels of professionalism in all their interactions, 4) learning how to assess performance and to provide feedback that will lead to growth in their students academically and developmentally, and 5) immersion in field experiences that help them develop the dispositions of leadership, patience, flexibility, and respect for and acceptance of individual differences.

SSP Program graduate students are admitted to the program each Fall semester and they proceed through the program together as cohorts. The curriculum is carefully scaffolded to ensure student acquisition of professional knowledge, skills, and dispositions at each level prior to proceeding

to the next level of service delivery. Final practical and Internship experiences rely heavily on field-based supervisors within school districts where students are placed.

### **Goals, Objectives, Competencies, and Assessment of the Specialist in School Psychology (SSP) Program**

**Goal 1:** The SSP Program will produce graduates who have a broad knowledge of scientific psychology which is gained through an integrated and sequential program of study and supervised practice that constitutes substantive preparation in the area of School Psychology.

**Objective 1:** Graduates will be knowledgeable of the core domains of scientific psychology including (a) biological, affective, and cognitive bases for behavior; (b) prevention, crisis intervention, and mental health; and (c) data-based decision-making, accountability, research, and program evaluation.

**Outcome/Competency:** Broad knowledge of scientific psychology.

**Assessment 1:** Successful completion of graduate course work, including culminating case experiences for all field-based courses.

**Assessment 2:** Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

**Assessment 3:** Graduate Records Exam Psychology Test

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

**Objective 2:** Graduates will be knowledgeable regarding the core domains of educational psychology including (a) diversity in human development and learning; (b) effective instruction and cognitive/academic skill development; (c) socialization and life skills development; and (d) information technology.

**Outcome/Competency:** Broad knowledge of educational psychology.

**Assessment 1:** Successful completion of graduate course work, including culminating case experiences for all field-based courses.

**Assessment 2:** Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

**Assessment 3:** Praxis exam

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

**Objective 3:** Graduates will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional school psychology including (a) school and systems organization, policy development, and school environment issues; (b) school psychology practice and development; and (c) consultation and collaboration with home, school, and community.

**Assessment 1:** Successful completion of graduate course work, including culminating case experiences for all field-based courses.

**Assessment 2:** Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

**Assessment 3:** Praxis exam

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services

**Goal 2:** The SSP Program will produce graduates who recognize human diversity as a strength that is valued and respected.

**Objective 1:** Graduates will be knowledgeable regarding individual differences in such areas as temperament, learning abilities, culture, ethnicity, identity, socioeconomics, gender, linguistics, religion, and sexual orientation.

**Outcome/Competency:** Broad knowledge regarding areas of human diversity.

**Assessment 1:** Successful completion of graduate course work.

**Assessment 2:** University and field supervisors' evaluations of student ability to integrate theory and practice.

**Assessment 3:** Praxis exam

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

**Objective 2:** Graduates will demonstrate sensitivity to issues of cultural and individual diversity in professional work and relationships with students, school personnel, families, and community.

**Outcome/Competency:** Demonstration of sensitivity to issues of cultural and individual diversity in the practice of school psychology.

**Assessment 1:** University and field supervisors' evaluations of student ability to be sensitive to diversity issues in all areas of school psychology practice.

**Goal 3:** The SSP Program will produce graduates who have professional identities as school psychologists with commitment to ethical standards and best practices.

**Objective 1:** Graduates will demonstrate knowledge of school psychology history, professional roles, and the breadth of research and practice.

**Outcome/Competency:** Demonstration of specific knowledge related to the practice of school psychology.

**Assessment 1:** Successful completion of graduate course work, including culminating case experiences for all field-based courses.

**Assessment 2:** University and field supervisors' evaluations of student ability to function as a school psychologist.

**Assessment 3:** Praxis exam

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

**Objective 2:** Graduates will demonstrate professional identities as school psychologists with encouragement to become members and participation in state and national organization.

**Outcome/Competency:** Membership and participation in state and national organizations.

**Assessment 1:** Attendance at state and/or national conferences.

**Assessment 2:** Memberships in state and/or national professional associations.

**Goal 4:** The SSP Program will produce graduates who demonstrate knowledge and skills to assist individual, group, family, community, and system-level entities in the areas of educational process and progress, assessment for intervention, direct/ indirect interventions, and program evaluation.

**Objective 1:** Graduates will demonstrate knowledge and conceptual understanding regarding services to a variety of consumers in the areas of education, assessment, intervention, and program evaluation.

**Outcome/Competency:** Demonstration of knowledge and conceptual understanding regarding the provision of comprehensive school psychology services.

**Assessment 1:** Successful completion of graduate course work, including culminating case experiences for all field-based courses.

**Assessment 2:** University and field supervisors' evaluations of student knowledge in providing comprehensive school psychology services.

**Assessment 3:** Praxis exam

**Assessment 4:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

**Objective 2:** Graduates will practice their skills in school settings that are clearly committed to training, supervision, and providing a wide range of training and educational experiences that integrate students' education and training.

**Competency/Outcome:** Effective performance in school practica and internship.

**Assessment 1:** Graduate student evaluations of courses and field-based experience sites, including practica sites and Internship sites.

**Assessment 2:** University supervisors' evaluations of experiences provided by field-based sites.

**Objective 3:** Graduates will demonstrate ability to function as a school psychologist providing comprehensive services to students, school systems, families, and communities.

**Outcome/Competency:** Demonstration of ability to provide comprehensive school psychology services to students, school systems, families, and communities.

**Assessment 1:** University and field supervisors' evaluations of candidate ability to provide comprehensive school psychology services.

**Assessment 2:** Portfolio of samples demonstrating competency to provide comprehensive school psychology services with the ability to positively impact the outcomes for students, families, and the school systems in which they work.

## **Alignment with SHSU's strategic plan**

The SSP Program's mission, vision, goals, and objectives are in close alignment with SHSU's mission and supporting strategies. That information, which is posted in graphic form on the website, is summarized in the text below:

### University Mission

Sam Houston State University (SHSU) is an inclusive institution whose mission is to provide high quality education, scholarship, and service to qualified students for the benefit of regional, state, national, and international constituencies.

### Supporting Strategies

- Lifelong Learning
  - Foster a lifelong learning environment in support of diverse faculty and staff who are excellent scholars, educators and professionals.
- Stimulating Environment
  - Promote a stimulating learning environment through the integration of academic settings, campus culture and service.
- Intellectual Transformation
  - Increase and develop university resources and infrastructures that support intellectual transformation of students.
- Anticipating Needs
  - Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.
- Data-Driven Decision Making
  - Promote efficient data-driven decision making through the integration of centralized data analysis, review, and dissemination.
- Enhanced Outreach
  - Cultivate a continually sensitive and proactive response to the ever-changing needs of our constituents.

In particular, the SSP Program strongly emphasizes data-driven decision making, lifelong learning, intellectual transformation and anticipating needs. The professional field of school psychology and NASP promote the use of data-based decision making and encourage all school psychologists to be lifelong learners. As a NASP-approved program, these strategies are infused throughout the curriculum and the culture within the SSP Program. As described below, the SSP Program has historically placed great importance on the intellectual transformation taking place for our graduate students. Numerous changes to the Program's structure, curriculum, facilities, faculty, and field opportunities have occurred across the years and has kept the Program not only relevant but leading the way in training high-quality Licensed Specialists in School Psychology (LSSPs) for the Texas workforce. The overwhelming need for additional professionals in the field places the strategy of Anticipating Needs as the leading focus for the SSP Program within the next five years.

## **Special Contributions of the SSP Program**

The most obvious and direct contribution of the SSP Program to both the region and the state is the training of individuals who are license-eligible as Licensed Specialists in School Psychology (LSSPs). Every graduate across the past 15 years who wishes to be employed in the field is employed! The vast majority of our graduates stay either within the region or within the state of Texas, although some graduates elect to locate out of state, giving the Program representation in places as far away as British Columbia, Montana, Colorado, Florida and Maryland.

A second, perhaps slightly less visible contribution of the SSP Program is the support provided to local school districts through field placements of students and also through faculty-led professional development. Field placements are mutually beneficial as our students gain “real world” experiences while they provide intervention services to at-risk students who might not otherwise have the opportunity to participate in such intervention experiences. Faculty and students alike enjoy the opportunity to give back to the school psychology community as well as others in related professions during professional development presentations.

### **B. History of the SSP Program**

The SSP Program is housed within the Department of Psychology and Philosophy, which was the original Departmental location for the Program during its creation in 1983. At the time of its inception, the school psychology program consisted of 45 credit hours, with nine hours of practicum training and six hours of thesis. Students worked in public schools for their practicum placements. The initial hours were typically spent in small rural districts, and this was followed by having students assigned to large metropolitan districts for their final practicum placements. The first cohort of students was admitted in Fall 1984, and the first student graduated in Fall 1987. To date, there have been 154 graduates of the school psychology program.

In 1997, the department increased the number of required credit hours to 66 for students seeking to be certified by the National Association of School Psychologists (NASP). The program required 54 hours of course work, six hours of practicum experience, and a one year internship (6 semester credit hours). A few years later, to be in compliance with State mandates, the Department reduced the number of required hours from 66 to 60 credit hours. The new 60-hour track in School Psychology provided the training needed for certification by the National Association of School Psychologists (NASP) and licensure as a Licensed Specialist in School Psychology in Texas. The program required 300 hours of practicum experience and a year-long, full-time internship in public schools, obtaining a minimum of 1200 hours of training.

The Program first received Conditional NASP Approval in 2001, followed by Full NASP Approval in the Spring of 2004. In 2003, the Department of Psychology migrated from the College of Education and Applied Sciences to the College of Humanities and Social Sciences. Following the encouragement of NASP reviewers, the SSP Program has transformed from a program fully integrated with the MA Clinical program to one that is fully independent and specifically child- and school-focused. An important program and degree title change occurred in 2010 with an administrative change from “Master’s degree” to “Specialist degree.” This title is

more reflective of the number of hours required by students to complete the degree and is consistent with NASP approval expectations for minimum training at the Specialist level.

The SSP Program remains affiliated with the College of Education, which houses the SHSU Council for the Accreditation of Educator Preparation (CAEP) Unit. It has maintained full NASP Approval and educator preparation accreditation status since 2003, with successful applications in 2011 and 2019. The next CAEP/NASP review cycle will be in 2027.

C. SSP Program Demographic Information (e.g., number of students/class, number of degrees conferred annually, number of core faculty, etc.)

Demographic Variable	Academic Year					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Candidates Enrolled	22	19	19	19	24	25
Gender						
Female	17	15	17	16	22	23
Male	5	4	2	3	2	2
Ethnicity						
Caucasian	16	11	11	8	12	11
Hispanic	2	3	4	6	8	6
African American	4	4	4	4	3	5
Asian	0	0	0	1	1	2
Number of Program Completers	9	5	6	7	NA	NA
Number of Core SSP Program Faculty	3	5	4	4	3	3
Faculty-to-Student Ratio	1:7	1:4	1:5	1:5	1:8	1:8

E. SSP Program Alignment with stated Program and Institutional Goals and Purposes

The SSP Program, as implemented, aligns completely with the Program mission, goals and objectives, as previously reported in Section I.A. Also, as previously reported in the same section, the SSP Program aligns very closely with SHSU's strategic goals.

There is currently a nationwide shortage of professionals practicing in the field of school psychology. Texas, a state that is educating a large portion of the nation's future workforce, has been experiencing this shortage sharply. This positions the SSP Program to be providing graduates to a field where they will be in very high demand.

The SSP Program faculty regularly discuss how we can rise to meet the need within the profession. Faculty are keenly aware of the need to balance increased enrollment and graduation rates with the admission and graduation of graduate students who are highly qualified and

capable of demonstrating professional skills and dispositions at the highest level. An important focus for the Program in the coming years will be increased marketing of the field and the Program.

## **Section II. Program Administration**

### **A. Administrative processes including admission processes**

Program applicants are reviewed by a minimum of two core SSP faculty members. Applicants are evaluated using a rubric comprising descriptions of four components. The components include an evaluation of the applicants' undergraduate grade point average, standardized scores on the GRE, letter of intent, and three letters of recommendation submitted by external reviewers supporting the candidate's entry into the program. Applicants are ranked based on their evaluations that resulted from rubric criteria. Once ranked, applicants are offered spots into the program until the cohort is filled. The SSP Program is able to maintain a total student ratio of one FTE faculty member to every 12 FTE students. Our largest cohorts to date have consisted of ten students, with an average cohort size of just over eight students per year across the last ten years.

Beyond admissions, the other primary administrative process within the SSP Program is the ongoing annual Program evaluation. Once admitted to the program, candidate evaluations vary contingent upon the candidate's progress in the program. Evaluation criteria are based upon NASP recommendations and include evaluations of established professional standards and recommended evaluation practices. Evaluation components include GPA, faculty evaluations of annual progress, practicum supervisor evaluations, internship supervisor evaluations, student portfolio reviews, and a professional exam (i.e., Praxis) used in lieu of a comprehensive exam and for which a passing score is required to obtain licensure to practice.

#### **1. Evaluate the effectiveness of the procedures noting strengths to retain.**

The SSP Program admissions procedures allow faculty to gain a sense of applicant qualifications and their ability to successfully complete the program. The SSP Program evaluation procedures are modeled after the expectations for NASP approval, and the combined measures afford the faculty an excellent understanding of graduate student competency and professional performance.

#### **2. Describe any planned changes.**

While our selection committee learns ample information about the applicants, it is unclear how much the applicants learn about the SSP Program. The Program faculty would like to expand opportunities to meet with potential graduate students either in person or through small group Zoom 'chats' in order to better reflect the quality and personality of the Program. Further, it has been a goal to incorporate short videos on the website that would afford prospective students the opportunity to see our facilities as well as view the Program in a more personal manner.

Related to the Program evaluation system, all evaluation documents are needing updated to reflect the newest NASP Training Standards.

## B. Administrative policies

### 1. What are the academic and administrative policies affecting your unit?

- Graduate Degree Enrollment and Completion Requirements (930129)
- Academic Probation, Suspension, and Termination (910312)
- Procedures in Case of Academic Dishonesty (810213)
- Academic Grievance Procedures for Students (900823)

### 2. What, if any, university infrastructural barriers impede your operations?

The only infrastructure barrier that we have experienced has been technology support for all of our graduate-level training programs. Although it was prior to the review period, it took almost *four years* to have the Materials Center audio and visual system installed and working properly. In more recent years (i.e., Summer 2021), there have been communication concerns that resulted in our specialized computer with a two terabyte hard drive that the Department recently upgraded being taken for an “upgrade” and wiped clean of all software. While this was disastrous, the A/V tech support was phenomenal in re-establishing our system prior to when we needed it functional during the Fall semester.

The entire Department has had extreme difficulty in obtaining support for website development. Intensive energy was required to hold a photo shoot to have pictures for the SSP Program webpage, and now those photos are outdated and new ones are needed. The Department has collectively been attempting to personalize the website with short videos from faculty and students with little success and support. The SSP Program realizes that the webpage is the “face” of the Program to potential student applicants and prospective faculty, and in order to remain competitive with other programs in terms of recruitment we must keep up with technological advances.

## C. Mentoring and Academic Advising

### 1. Who designates and assigns advisors?

The Program Director is assigned as the primary academic advisor for all students. Students are able to speak with any faculty member regarding any matter of concern, with most substantial issues working their way through the Program Director.

### 2. Who monitors the student academic progress?

Program faculty continually communicate with one another regarding student progress, achievements, and concerns. Near the end of each semester, the Program Director reviews student progress toward degree completion and contacts students with relevant program information, enrollment, and necessary administrative requirements. It is easier to monitor students who have concerns because we are a small program with a low faculty to student ratio.

### **Section III. Curriculum**

#### **A. Description of curriculum**

The completion time for the SHSU Specialist in School Psychology Program is three academic years, with a total of 60 semester credit hours. SSP Program graduate students follow a recommended course sequence, as indicated in the table below. In addition to the required courses, SSP graduate students must take and pass the standardized Praxis II examination (an exam required for licensure by our licensing board). Although not required to graduate from the program, SSP graduate students must now take and pass the Jurisprudence exam as part of their application to become a Licensed Specialist in School Psychology. This licensing application must be completed *prior* to graduation in order to continue working the end of the Internship year from graduation in early May through contract conclusion, which is typically early June.

1. The most significant change to the curriculum was the addition of a required course in Ethics, which was previously taken by most students as an elective course. It holds the course number of PSYC 5379. Also, the Multicultural Psychology course had a title change to Psychology of Diversity and was given an independent course number of PSYC 5380. Two other courses that had been taught under the PSYC 5334: Psychotherapy II course and given special titles have been given their independent titles and course numbers. Advanced Child Therapy will now be titled Evidence-Based Child Therapy under the course number PSYC 5340. The System Organization, Administration and Change will maintain its title under the new course number PSYC 6395 beginning Summer 2022.
2. In May 2020, the National Association of School Psychology Professional Standards were updated. Although the updated document will not result in major changes in curriculum, incorporation of the updated professional standards will occur in each course as well as the assessments applied to evaluate Program efficacy and impact.

#### **B. Appropriateness of Curriculum**

1. The SSP Program curriculum is designed to meet the detailed expectations of the National Association of School Psychologists and CAEP, which determine the standards for continued Program approval and accreditation. Numerous classes within the first year provide students with the foundational knowledge they need

to successfully function as a practitioner in the field. Students also begin to develop their consultation skills during Year 1. During their second year, the SSP students continue to gain knowledge while intensely increasing their professional skills within the areas of counseling and evaluation/assessment. Learning within the field setting is emphasized, so students begin to apply knowledge and skills learned even while they are enrolled in foundational courses. The final practical sequence of courses during the Spring semester of Year 2 serves as an externship, which is then followed by a full year Internship experience during Year 3.

The degree plan for the Specialist in School Psychology Program is noted in the following table:

### ***Three-Year Sequence for the Specialist in School Psychology Program***

#### **Year One**

##### **Fall Semester**

- \_\_\_\_\_ PSYC 5339 Advanced School Psychology
- \_\_\_\_\_ PSYC 5394 Psychometrics
- \_\_\_\_\_ PSYC 5334 Psychotherapy II: Adv Child Therapy
- \_\_\_\_\_ PSYC 5338 Consultation in the Schools

##### **Spring Semester**

- \_\_\_\_\_ PSYC 5387 Advanced Statistics
- \_\_\_\_\_ PSYC 5397 Advanced Developmental
- \_\_\_\_\_ PSYC 5361 Neuropsychopharmacology
- \_\_\_\_\_ PSYC 5370 Academic Assessment & Consultation

##### **Summer Semester (Summer I)**

- ===== PSYC 5330 Psychopathology
- ===== PSYC 5381 Advanced Learning

#### **Year Two**

##### **Fall Semester**

- \_\_\_\_\_ PSYC 6396 Practicum in SP I
- \_\_\_\_\_ PSYC 5395 Assessment of Intelligence & Achievement
- \_\_\_\_\_ PSYC 5379 Ethical Practice in Psychology (replaces course taught under PSYC 5334)

##### **Spring Semester**

- \_\_\_\_\_ PSYC 6397 Practicum in SP II
- \_\_\_\_\_ PSYC 5398 Advanced Child Assessment
- \_\_\_\_\_ PSYC 6394 Practicum in Psychometrics

##### **Summer Semester (Summer I)**

\_\_\_\_ PSYC 5335 System Organization,  
Administration & Change  
\_\_\_\_ PSYC 5380 Psychology of Diversity  
(replaces course taught  
under PSYC 5334)

### **Year Three**

#### **Fall Semester**

\_\_\_\_ PSYC 6371A Internship in  
Psychology

#### **Spring Semester**

\_\_\_\_ PSYC 6371B Internship in  
Psychology

#### 2. Content by course description :

<b>PSYC 5035 (3 credit hours) SYSTEM ORGANIZATION, ADMINISTRATION AND CHANGE.</b> Students will gain foundational knowledge of systems, including organization, administration, climate, and procedures for policy development, as well as systems-change theory. Schools and local educational structures are examined as a system, with specific challenges facing today's schools explored in-depth. A problem-solving, collaborative approach to change is emphasized
<b>PSYC 5330 PSYCHOPATHOLOGY.</b> Students examine psychological disorders and review, critically evaluate, and integrate current scientific literature regarding diagnosis, phenomenology, and etiology. Students also explore issues in the application of the diagnostic system in clinical practice.
<b>PSYC 5334 THEORY AND RESEARCH IN PSYCHOTHERAPY II: ADVANCED CHILD THERAPY.</b> Students examine selected advanced systems or techniques of psychotherapy, including child therapy, multicultural psychology, group therapy, or others. Content may vary from semester to semester.
<b>PSYC 5338 CONSULTATION IN SCHOOL PSYCHOLOGY.</b> Students examine and apply various methods and techniques of consultation in schools. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components
<b>PSYC 5339 ADVANCED SCHOOL PSYCHOLOGY.</b> Students acquire knowledge on the history, theory, delivery models and techniques underlying the practice of school psychology. Students also examine various historical and contemporary roles of the school psychologist, in addition to all applicable federal and state laws. There is also a field experience aspect to the course.
<b>PSYC 5361 NEUROPSYCHOPHARMACOLOGY.</b> Students examine field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. Students focus primarily on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

**PSYC 5370 ACADEMIC ASSESSMENT AND CONSULTATION.** School psychology graduate students develop the skills to assess the academic skill-sets and functioning of school-age children and adolescents as well as their respective instructional environments. Students in this course develop and increased understanding of the problem identification and problem analysis stages of consultation within the context of academic difficulties. The course has both didactic and field experience components. Prerequisite: PSYC 5338.

**PSYC 5379 ETHICAL PRACTICE IN PSYCHOLOGY.** Students acquire knowledge of ethics, standards, laws, state licensing rules and regulations, and historical foundations of the practice of clinical and school psychology. Students examine case material that features ethical conflicts and controversies and practice the process to resolve ethical dilemmas. Prerequisite: Graduate standing.

**PSYC 5380 PSYCHOLOGY OF DIVERSITY.** Students examine the roles and influences of cultural and individual differences in mental health. Although the field of multicultural psychology covers a vast array of topics, students in this course focus specifically on diversity as it applies to the delivery of clinical services. Appropriate assessment, diagnosis, and intervention approaches to psychological work with various clinical populations will be discussed. Prerequisite: Graduate standing.

**PSYC 5381 ADVANCED LEARNING THEORY.** Students examine the processes of learning through a critical discussion of current research and theory in the areas of classical conditioning, operant conditioning, and social and cognitive influences in learning.

**PSYC 5387 ADVANCED STATISTICS.** Students develop competencies in the use of statistical methods as tools for inferential hypothesis testing. Topics may include consideration of data screening, effect sizes, and simple effects tests, and an introduction to multiple regression. Prerequisite: PSYC 3301 or equivalent.

**PSYC 5394 PSYCHOMETRICS.** Students develop an understanding of the principles of psychometric theory and applications, including reliability, validity, and test construction. Students will thoroughly investigate tests and scales that measure personality and mental health. Limited practicum is required.

**PSYC 5395 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT.** Students develop competencies in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Students receive supervised instruction throughout the duration of the course. Prerequisites: PSYC 5394 or equivalent.

**PSYC 5397 ADVANCED DEVELOPMENTAL PSYCHOLOGY.** Students engage in an advanced study of growth and development processes throughout the life cycle. Students examine theories and applications of basic research and delve into one of the major topics – such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development – in depth through critical reading of original research.

<p><b>PSYC 5398 ADVANCED CHILD ASSESSMENT.</b> Students gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. Students review a variety of individual testing instruments, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Prerequisite: PSYC 5395.</p>
<p><b>PSYC 6371 INTERNSHIP IN PSYCHOLOGY.</b> This course is Students demonstrate their ability to integrate and apply their knowledge in a course designed to be the culmination of the master's level training in applied psychology. Prerequisite: 30 hours of graduate coursework.</p>
<p><b>PSYC 6394 PRACTICUM IN PSYCHOMETRICS.</b> Students further develop and apply skills in administration, scoring, interpreting, and reporting of psychological tests in this concluding practicum experience. Students take this practicum near the end of their educational program, with supervised experience intended to prepare the student for the psychological assessment and diagnostic aspects of internship or initial employment. Prerequisite: PSYC 5394 and PSYC 5395 or equivalent, and a co-requisite of PSYC 5398.</p>
<p><b>PSYC 6396 PRACTICUM IN SCHOOL PSYCHOLOGY I.</b> Students develop the theoretical foundation necessary to design and implement intervention programs to promote mental health wellness and resiliency. Students gain direct field experience with the provision of psychological counseling used to assist children. Students also examine ethical issues related to intervention and prevention services. Prerequisite: PSYC 5339.</p>
<p><b>PSYC 6397 PRACTICUM IN SCHOOL PSYCHOLOGY II.</b> Students bring theory and practice together to continue to develop skills required in practice. This course is designed as the culminating specialist-level, field-based experience. Students develop their skills in school-based practicum sites where they provide a variety of services (e.g., assessment, intervention) under the supervision of both field and university supervisors. Prerequisite: PSYC 6396.</p>

### 3. Compare B.1 and B.2 to any applicable accreditation standards

The Specialist in School Psychology (SSP) Program at Sam Houston State University (SHSU) is based on the *Standards for Training and Field Placement Programs in School Psychology* offered by the National Association of School Psychologists (NASP). It is a minimum 60-hour graduate program that leads to the Specialist in School Psychology (SSP) degree, with six credit hours of Internship included as part of the coursework. The SSP Program meets the academic requirements recognized by the Texas State Board of Examiners of Psychologists (TSBEP) for a Licensed Specialist in School Psychology (LSSP) credential, with the LSSP being the state licensure credential required for work in the field of school psychology. The sequence of Program instruction embraces an integration of foundational knowledge and experiential learning. Field-based experiences begin during the first semester of the candidate's first year, and they serve as the scaffolding structure of the entire Program.

Information from the SHSU School Psychology program handbook highlights the consistency of the Program with NASP Standards. Specifically, courses within the Program align with key NASP domains as indicated in the table below:

***SHSU School Psychology Program Alignment with NASP Standards***

<b>Data-Based Decision-Making and Accountability</b>	PSYC 5398 PSYC 5394 PSYC 5395  PSYC 5370*  PSYC 6396* PSYC 6397* PSYC 6394*	Advanced Child Assessment Psychometrics Assessment of Intelligence and Achievement Academic Assessment & Consultation Practicum in School Psychology I Practicum in School Psychology II Practicum in Psychometrics
<b>Consultation and Collaboration</b>	PSYC 5338*  PSYC 5370*  PSYC 6396* PSYC 6397*	Consultation in School Psychology Academic Assessment & Consultation Practicum in School Psychology I Practicum in School Psychology II
<b>Effective Instruction and Development of Cognitive/Academic Skills</b>	PSYC 5381 PSYC 5370* PSYC 5339	Advanced Learning Academic Assessment & Consultation Advanced School Psychology
<b>Socialization and Development of Life Skills</b>	PSYC 5397	Advanced Developmental Psychology
<b>Student Diversity in Development and Learning</b>	PSYC 5380	Psychology of Diversity
<b>School and Systems Organization, Policy Development, and Climate</b>	PSYC 5035  PSYC 5339	Administration & Organization of Schools & System Change Advanced School Psychology
<b>Prevention, Crisis Intervention, and Mental Health</b>	PSYC 5330 PSYC 5334 PSYC 5339 PSYC 5361 PSYC 5397  PSYC 6396* PSYC 6397*	Psychopathology Psychotherapy II: Child Therapy Advanced School Psychology Neuropsychopharmacology Advanced Developmental Psychology Practicum in School Psychology I Practicum in School Psychology II
<b>Home/School/Community Collaboration</b>	PSYC 5338* PSYC 5339 PSYC 6397*	Consultation in School Psychology Advanced School Psychology Practicum in School Psychology II

<b>Research and Program Evaluation</b>	PSYC 5394 PSYC 5387 PSYC 5370* PSYC 5398	Psychometrics Advanced Statistics Academic Assessmt & Consultation Advanced Child Assessment
<b>School Psychology Practice and Development</b>	PSYC 5339* PSYC 6397* PSYC 5379	Advanced School Psychology Practicum in School Psychology II Ethical Practice in Psychology
<b>FIELD EXPERIENCES/INTERNSHIP</b>		
<b>Field Experiences</b>	PSYC 5338 PSYC 5370 PSYC 6396 PSYC 6397 PSYC 6394	Consultation in School Psychology Academic Assessmt & Consultation Practicum in School Psychology I Practicum in School Psychology II Practicum in Psychometrics
<b>Internship</b>	PSYC 6371 A PSYC 6371 B	Internship - Part I Internship - Part II

\* Contains a field-experienced component

4. Compare Items B1 and B2 with similar programs of at least three (3) peer or near-peer aspirational institutions. At least one of these must be outside of Texas.

The Specialist in School Psychology program at SHSU shares similar standards with Specialist in School Psychology programs in Texas and across the nation. A description of three selected Specialist in School Psychology programs, two located within Texas and one from outside the state, is provided below.

Texas State University, located in San Marcos, Texas, has a 69 hour Specialist in School Psychology program. The additional nine hours in the SSP program at Texas State reflects a requirement to take the following courses: SPSY 5380 Individual and Group Counseling Techniques for School Psychology (additional counseling course), SPSY 5355 Assessment of Culturally and Linguistically Diverse Students, and SPED 5375 Behavior Management: School Application of Applied Behavior Analysis. Similar to the SSP program at SHSU, the SSP program at Texas State is accredited by NASP. Additionally, the SSP program at Texas State is approved by the International School Psychology Association. As example of the degree plan for the SSP program at Texas State is in the table below.

***Three-Year Sequence for the Specialist in School Psychology Program at Texas State University***

--

<b>Year One</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
SPSY 5385 Ethics, Standards, and Procedures in Professional School Psychology	SPSY 5376 Psychoeducational Assessment	SPSY 5382 Program Evaluation in School Psychology
SPSY 5300 Interviewing, Counseling, and Consulting in School Psychology	SPSY 5380 Individual and Group Counseling Techniques for School Psychology	SPSY 5394 Multicultural Issues in School Psychology
SPSY 5388 Psychometrics for School Psychologists	SPSY 5387 Data-Based Decision-Making in Evaluation and Intervention	PSY 5370 Learning, Cognition, and Motivation
SPSY 5376 Psychoeducational Assessment	SPSY 5389 Practicum in School Psychology (University Clinic)	
<b>Year Two</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
SPSY 5389 Practicum in School Psychology (1st school)	SPSY 5389 Practicum in School Psychology (2nd school)	*SPSY 5356 Psycholinguistics of Second Language Acquisition req'd for bilingual track
SPSY 5355 Assessment of Culturally and Linguistically Diverse Students	SPSY 5379 Child and Adolescent Psychopathology: Advanced Assessment and Interventions	Elective 1*
SPSY 5398 Alternative Evaluation, Intervention, and Student Outcomes	SPSY 5386 Consultation and Professional Issues in School Psychology	Elective 2
SPED 5375 Behavior Management: School Application of Applied Behavior Analysis	SPSY 5396 Biological Bases of Behavior	
<b>Year Three</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	
SPSY 6301 Professional Internship in School Psychology	SPSY 6302 Professional Internship in School Psychology	

University of Houston – Clearlake (UH-CL), located in Clearlake, TX, has a 70 graduate hour Specialist in School Psychology program. The SSP program at the University of Houston-Clearlake is approved by the National Association of School Psychologists and the Council for the Accreditation of Educator Preparation. Compared to the SSP program at SHSU, the additional 10 hours in the UH-CL program reflects the following additional courses: PSYC 6138 Design and Evaluation of School Health Programs, PSYC 6231: Intervention III: Affective and Adaptive Skills, PSYC 6132: Seminar in Professional School Psychology, and PSYC 5630: Behavioral Family Systems. An example of the degree plan at UH-CL is listed below.

***Three-Year Sequence for the Specialist in School Psychology Program at University of Houston-CL***

<b>Year One</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
PSYC 6036: Advanced Nonexperimental Methods and Statistics	PSYC 6037: Advanced Experimental Methods and Statistics	PSYC 6139: Intervention I: Academic and Cog Skills*
PSYC 5235: Learning Principles	PSYC 6032: Intellectual Assessment	PSYC 6133: Personality Assessment of the Child
PSYC 5131: Psychopathology of Childhood	PSYC 6121: Ethics and Law in School Psychology	
PSYC 5111: Orientation to School Psychology*	PSYC 6111: Student Diversity in Learning	
<b>Year Two</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
PSYC 6034: Consultation in School Psychology	PSYC 6138 Design and Evaluation of School Health Programs	PSYC 6132: Seminar in Professional School Psychology
PSYC 6230: Intervention II: Social & Behavioral Skills	PSYC 6231: Intervention III: Affective and Adaptive Skills	
PSYC 5630: Behavioral Family Systems	PSYC 6332: Advanced Consultation and Program Design/Evaluation	
PSYC 6039: School Psychology Practicum	PSYC 6039: School Psychology Practicum	
<b>Year Three</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	
PSYC 6666: Internship	PSYC 6666: Internship	

George Mason University, located in Fairfax, Virginia, has a 66 credit hour Master of Arts in School Psychology (MA) and Graduate Certificate in School Psychology (GCSP). The MA and GCSP program at George Mason University is approved by the National Association of School Psychologist and the Council for the Accreditation of Educator Preparation. The course sequence for the George Mason MA and GCSP program is below.

***Three-Year Sequence for the Master of Arts in School Psychology and Graduate Certificate in School Psychology at George Mason University***

<b>Year One</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
SPSY 672: Schools as Systems Practicum in School Psychology	SPSY 773: Prevention, Intervention, and Consultation in Schools (3 credits) (MA)	EDRD 629: Literacy Foundations and Instruction for School Psychologists (3 credits) (MA)
SPSY 619: Consultation and Applied Behavioral Analysis	SPSY 710: Social, Emotional, and Behavioral Assessment (4 credits) (MA)	EDCD 603: Counseling Theories and Practice (3 credits) (MA)
SPSY 671: Role and Function of the School Psychologist	SPSY 617: Child Psychopathology (3 credits) (MA)	
SPSY 709: Cognitive Assessment (4 credits) (MA)	SPSY 750: Cognitive Assessment Practicum (3 credits) (MA)	
<b>Year Two</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester (Summer I)</b>
SPSY 751: Advanced Assessment Practicum in School Psychology I (3 credits) (GCSP)	SPSY 752: Advanced Assessment Practicum in School Psychology II (3 credits) (GCSP)	SYC 6132: Seminar in Professional School Psychology*
EDCD 525: Advanced Human Growth and Development (3 credits) (MA)	EDCD 606: Counseling Children and Adolescents (3 credits) OR	
SPSY 792: Prevention Intervention Consultation Practicum (3 credits) (GCSP)	EDCD 608: Group Processes and Analyses (4 credits) OR	
EDRS 590: Education Research (3 credits) (MA)	SPSY 692: Counseling in the Schools (3 credits)	
	SPSY 753: Multiculturalism in Schools (3 credits) (GCSP)	
	EDRS 620: Quantitative Inquiry in Education (3 credits) (MA)	
<b>Year Three</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	
SPSY 790: School Psychology Internship (3 credits) (GCSP)	SPSY 790: School Psychology Internship (3 credits) (GCSP)	

**C. Description of comprehensive exams and dissertation/thesis processes**

In lieu of a faculty-created comprehensive exam, SSP Program candidates are required to pass the Praxis II exam approved by NASP. Candidates typically sit for the exam during the summer prior to or during the Internship year.

D. Cite and give brief descriptions of any/all accreditations

The Specialist in School Psychology (SSP) Program at Sam Houston State University (SHSU) is based on the *Standards for Training and Field Placement Programs in School Psychology* offered by the National Association of School Psychologists. The SSP Program meets the academic requirements recognized by the Texas State Board of Examiners of Psychologists (TSBEP) for a Licensed Specialist in School Psychology (LSSP) credential, with the LSSP being the state licensure credential required for work in the field of school psychology in Texas.

E. Quality of Instruction

The table below provides the Ratings of Summative Questions IDEA Scores for SSP program courses for the period in review. It should be noted some faculty who taught courses in previous years no longer work for the university. Additionally, there is inconsistent application of this evaluation for some courses during the review period (i.e., practicum courses are sometimes not evaluated using IDEA). Effort was made to reach out to all current and prior faculty of the program by emailing a Qualtrics survey listed in the appendix. As evidenced in the table below, student ratings for teaching quality are consistently high, with all scores 4.2 or higher on a 5-point scale.

***Ratings of Summative Questions IDEA Scores for School Psychology Courses (PSYC) 2015-2021***

	5334	5338	5339	5361	5370	5379	5380	5381	5387	5394	5395	5397	5398	6394	6396	6397
2015				--	--	--		--	--			--	--	--		--
2016	5					--	Sum ?				5		AV		5	
2017	5		4.5			--	--				4.8				?	
2018	5	4.9	4.8		4.5	CB	4.9	4.5	4.2		4.6	HL			5	4.9
2019	4.9	4.8	4.9	5	4.9	--	--	4.4	5		4.9		AV		--	5
2020		4.6	4.6	*	--	5.0	--	*	4.2		4.8	*	*		*	*
2021	--	--	--			--	--			--	--			4.9	--	

Additional evidence of quality instruction is indicated by faculty in the SSP program remaining current in professional development to maintain license credentials and knowledge of best practices. Furthermore, a recent survey of current graduate students revealed positive perceptions of SSP program instruction. The results of the survey are below.

***SHSU School Psychology Student Response on Instructor Quality of Teaching***

				<b><u>Total Respondents</u></b>
<b>Quality of Instruction</b>	Moderately Well 2	Very Well 11	Extremely Well 2	15
<b>Accessibility of Instructors</b>	Somewhat Agree 1	Strongly Agree 14		15
<b>Responsiveness of Instructors</b>	Somewhat Agree 2	Strongly Agree 13		15
<b>Teaching Effectiveness</b>	Moderately Effective 2	Very Effective 11	Extremely Effective 2	15
<b>Rigor of Coursework</b>	Somewhat Agree 7	Strongly Agree 5		15
<b>Application of Courses to Future Work</b>	Somewhat Agree 7	Strongly Agree 8		15

**F. Quality of online instruction**

The SSP program at SHSU does not offer online courses. All courses are in-person.

**Section IV. Faculty**

## A. Credentials

### 1. Appropriateness of faculty degrees

#### a. Core faculty in the school psychology program

Core SSP Program faculty include Justin Allen, Courtney Banks, James Crosby, and Ramona Noland. All core faculty hold a doctorate of philosophy (Ph.D.) degree in school psychology. The doctoral degree is the highest obtainable degree within our field and represents the pinnacle of training within our field.

#### b. Faculty supporting program through teaching

There are five affiliated faculty who regularly teach one course for the SSP Program. Hillary Langley, Ph.D. teaches the Advanced Developmental course (PSYC 5397). Stephen White, Ph.D. is the instructor for Neuropsychopharmacology (PSYC 5361). Jarod Rachensky, Ph.D. is the current instructor for Advanced Statistics (PSYC 5387), and Craig Henderson, Ph.D. has been teaching the Advanced Child Therapy course (PSYC 5334). All graduate faculty are required to hold a doctoral degree in an area that affords them appropriate training and associated credentialing to teach their assigned graduate-level courses. The Psychology and Philosophy Department boasts numerous faculty who are highly qualified in their areas of specialization and teach in support of the various graduate programs. In addition to these faculty, the SSP Program has hired an adjunct, Amy Porter, Ph.D., to teach the Advanced Child Assessment course during the time we are seeking to hire a fourth faculty member. Dr. Porter holds her Ph.D. in school psychology and works as an LSSP for a local school district.

### 2. Tabular summary of peer-reviewed publications

Additional information about faculty publications is available in the brief curriculum vitae included in Appendix A.

Peer-Reviewed Publications	13
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### 3. External grant submissions

Additional information about faculty grant submissions is available in the brief curriculum vitae included in Appendix A.

External Grant Submissions	3
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### 4. Academic conference presentations

Additional information about faculty academic conference presentations is available in the brief curriculum vitae included in Appendix A.

Academic Conference Presentations	29
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#### 5. Awards/recognitions

Faculty members have been recognized with various awards including a service award provided by the journal of School Psychology Review (Allen, 2020). Two faculty members (Banks, 2018; Allen, 2021) were recognized by the Society for the Study of School Psychology as an Early Career Scholars. Dr. Banks was also recognized by the Texas Psychological Association for her Outstanding Contribution to Education (2020).

#### 6. Service to the profession regional, state or national level

In addition to service to the department and university, the core faculty engage in various service roles within the profession. This includes serving as editorial board members to scientific journals (Allen & Crosby) and conducting Ad Hoc reviews for various other scientific journals (Noland, Banks, Allen & Crosby). Also, service to the Sam Houston Charter School as a member of the Threat Assessment Team and District Safety and Security Committee (Allen) as well as the Texas Psychological Foundation Board (Banks). Dr. Banks also serves on the social justice subcommittee for the Texas Association of School Psychologists.

#### 7. Professional experience

Prior to joining the faculty of the SSP Program at Sam Houston, all core faculty worked in the field as practicing school psychologists for at least one full year. Dr. Noland maintains a small amount of private practice experience each year primarily through the performance of independent educational evaluations for local school districts. This enables her to keep her evaluation skills current and also provides deidentified case data for students to utilize in her assessment course. All Program and affiliate faculty remain current with best practices in teaching and/or clinical experience through ongoing professional development attendance at both regional and national professionally relevant conferences.

#### B. Teaching load (Provide a table showing the usual teaching load for each member. Cite/explain any notable deviations having occurred in the period under review)

The expected teaching load within the program includes three courses in Fall and three courses in Spring semesters. Dr. Noland receives one course release each Fall and Spring semester for her administrative position as Program Director. Dr. Crosby receives two course releases for his administrative position as Associate Dean.

Faculty	Fall		Spring	
	Undergraduate	Graduate	Undergraduate	Graduate
Justin Allen	0	3	0	3
Courtney Banks		3	1	2
Jamey Crosby		1		1
Ramona Noland		2		2

### C. Diversity

The SSP Program faculty is made up of two male and two female instructors? Three faculty members are of European American descent, with one of these identifying as Hispanic. One faculty member is of African American descent. The Program is currently searching for an additional faculty member and filling that open position with someone who represents an ethnically diverse background is an important consideration.

### D. Faculty program responsibilities

Because the SSP Program does not require a thesis, there are no specific thesis supervision expectations or requirements for program faculty. SSP Program faculty can and regularly do serve as thesis and dissertation committee members, and they are able to chair theses and dissertations as well. These duties typically are fulfilled for the students in the MA Clinical graduate program.

## Section V. Students

### A. Admission Criteria

The admission criteria for the SSP program is the following:

1. Minimum 3.0 undergraduate grade point average (GPA)
2. Graduate Record Examination (GRE) scores (taken within the past five (5) years combined with grade point average meeting the College admissions formula (Note: Typically, a higher GPA will allow for a somewhat lower GRE performance, and a somewhat higher GRE score will allow for a somewhat lower undergraduate GPA).
3. Three (3) letters of recommendation, preferably written by a former instructor or someone who can speak to the potential candidate's ability to complete graduate academic work.
4. Personal statement detailing interest in the field of school psychology

### B. Number of applicants for each year under review

The table below lists the number of applicants to the SSP Program for each year included as part of this review:

***Number of applicants for each year under review***

<b>Year (Fall)</b>	<b>Applicants</b>	<b>Accepted</b>	<b>Enrolled</b>	<b>% Applicants Accepted</b>	<b>% Accepted Enrolled</b>
2020	27	18	8	67%	44%
2019	20	18	10	90%	56%
2018	27	19	7	70%	37%
2017	20	13	6	65%	46%
2016	20	13	5	65%	38%
2015	25	18	9	72%	50%

The table below shows the demographics of all applicants for the years under review. It should be noted that not all applicants reported their racial/ethnic background.

***Demographics of Applicants 2015-2021***

	Male	Female	African American/Black	American Indian	Asian	Hispanic	Int'l	White
Year								
2015	4	25	2		1	4		22
2016	7	17	4		1	1		15
2017	2	27	3			10		16
2018	4	29	5		1	8		19
2019	2	16	2	1			2	10
2020	2	19	4		1			13
2021			4		1	1	1	14

**C. Profile of admitted students**

1. The table below shows the demographics of all admitted students for the years under review. It should be noted that not all applicants reported their racial/ethnic background.

***Demographics of Admitted Students 2015-2020***

	Male	Female	African American/Black	American Indian	Asian	Hispanic	Int'l	White
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Year								
2015	1	8	1					8
2016	1	4	3			1		1
2017	1	5				1	1	3
2018	1	6	1		1	2		
2019		10	2	2		1	1	4
2020	1	9	2		1			7
2021		8	2					7

2. All students in the SSP program are enrolled full-time.

#### D. Student funding

1. **Percentage of full-time students with financial support.** Financial support is offered primarily through the SHSU Financial Aid Office in the form of student loans. There are no students at the Master's or Specialist level who are guaranteed financial support as part of their program enrollment. The Graduate School and the College of Humanities and Social Sciences both competitive scholarships for partial funding for graduate courses during each semester. Students must apply for these awards regularly. Recently, a survey was emailed to current graduate students in the SSP program regarding student funding access and services. The table below lists the results of the survey. It should be noted that not all current SSP students completed the survey.

#### *SSP Graduate Student Perceptions of Student Funding Access*

	Disagree	Neither Agree nor Disagree	Agree	Total Respondents
Scholarships Easy to Identify and Apply	2	1	11	15
Understanding of Accessibility of Financial Aid	2	1	12	15
Graduate Assistantship in Psychology and Philosophy Department	10	2	3	15
Graduate Assistantship in College of Humanities and Social Sciences	10	2	3	15
Graduate Assistantship in College outside of CHSS	6	2	7	15

2. **Average support per full-time student.** Financial support for students is provided through the SHSU Financial Aid Office based on students' needs. All students who are eligible for financial aid accept the support. Students completing their Internship are considered full-time even

though they are enrolled in only three credit hours. However, during this year they are not eligible for financial aid.

**3. Number of assistantships and description of duties/responsibilities.**

Due to the limited number of teaching assistantships in the Psychology and Philosophy Department, many SSP graduate students have the opportunity to secure assistantships external to the Department in the College of Humanities and Social Sciences, additional Colleges within SHSU or other SHSU special programs or offices (e.g., the PACE Center). Incoming students are encouraged to fill assistantship positions previously held by SSP students leaving for their Internship year. Additionally, students are encouraged to seek employment through the Jobs4Kats site maintained by SHSU. The survey sent out to recent graduate students also asked about assistantship experiences. Table D1 above lists the results of questions surrounding assistantships.

**E. Program performance statistics**

1. The tables below indicate the graduation rates for each of the academic years under review.

<b>3-Year Graduation Rates Fall Cohorts-Master</b>			
<b>F20 Cohort Graduated through Summer 23</b>	8	N/A	N/A
<b>F19 Cohort Graduated through Summer 22</b>	10	N/A	N/A
<b>F18 Cohort Graduated through Summer 21</b>	7	7	100%
<b>F17 Cohort Graduated through Summer 20</b>	6	6	100%
<b>F16 Cohort Graduated through Summer 19</b>	5	4	80%
<b>F15 Cohort Graduated through Summer 18</b>	9	7	78%

2. The tables below indicate the average time to completion for each graduating cohort.

<b>Spring</b>	<b># of Degrees Awarded</b>	<b>Valid Count Calculating Avg. Terms to Completion</b>	<b>Avg. Terms to Completion</b>
<b>Spring 2021</b>	7	7	8.9

<b>Spring 2020</b>	6	6	8.0
<b>Spring 2019</b>	5	5	9.2
<b>Spring 2018</b>	7	7	8.0
<b>Spring 2017</b>	6	6	8.0
<b>Spring 2016</b>	6	6	10.0

<b>Summer</b>	<b># of Degrees Awarded</b>	<b>Valid Count Calculating Avg. Terms to Completion</b>	<b>Avg. Terms to Completion</b>
<b>Summer 2021</b>	-	-	-
<b>Summer 2020</b>	1	1	12.0
<b>Summer 2019</b>	-	-	-
<b>Summer 2018</b>	-	-	-
<b>Summer 2017</b>	-	-	-
<b>Summer 2016</b>	-	-	-

### 3. Student retention rates

<b>1-Year Retention Rate Fall Cohorts Retained Next Fall</b>			
<b>Fall</b>	<b>Cohort #</b>	<b>Retained #</b>	<b>Retention Rate</b>
<b>F20 Cohort Retained F21</b>	8	N/A	N/A
<b>F19 Cohort Retained F20</b>	10	10	100%
<b>F18 Cohort Retained F19</b>	7	7	100%
<b>F17 Cohort Retained F18</b>	6	6	100%
<b>F16 Cohort Retained F17</b>	5	5	100%
<b>F15 Cohort Retained F16</b>	9	9	100%

#### 4. Graduate licensure rates.

All Interns have been required to have their licensure applications in place with the licensing board prior to graduation in order to continue providing psychological services in the schools and finish their Internship year, which typically lasts four to six weeks longer than the university spring semester. Thus, all graduates of the program hold their license to practice at the completion of the program. Historically, program graduates held the title of Trainee and worked under supervision until they completed an additional evaluation (Jurisprudence exam). Recent restructuring of the licensing board regulations now has our students complete the Jurisprudence exam prior to graduation so that they are fully licensed to practice without supervision upon graduation. A small number of graduates of the program may elect to not apply for licensure due to personal or professional (chose a different career path) reasons once the license expires, but the vast majority of our graduates continue to work in the field of school psychology.

#### 5. Employment profile upon graduation.

Upon graduation from the SSP program, candidates are employed as LSSPs in the K-12 educational setting. Many SSP program graduates are employed in the district where they conducted their internship. Every graduate who wishes to be employed in the field is currently employed (100%).

#### 6. Student publication and awards.

During the review period, there were two publications and two conference presentations that included SSP graduate students.

In 2015, Ayokunle Falomo (SSP program class of 2016) was a recipient of the American Psychological Association Minority Fellowship Program's Services for Transition Age Youth (STAY) Fellowship. In 2020, Shanice Walker (SSP program class of 2021) was the second SSP Program recipient of a STAY Fellowship.

#### 7. Student participation in funded grants.

This indicator is not applicable to our Program. Active involvement within research such as development of a thesis or involvement in a research lab for funded grants is not an expectation as an SSP Program graduate student. The Program centers on preparing graduate students to be practitioners.

### **Section VI. Resources and Finances**

#### A. Travel funds annually available

Faculty within the Department of Psychology and Philosophy have \$1800 set aside for them to obtain toward any professional travel during the academic year. Students can

apply for supplemental travel support for conference presentation of scholarship from the department, college and/or Graduate Studies.

#### B. Assistantships (Dept.; University-wide)

Graduate assistantship positions are available to graduate students within the department, but assistantships and/or work-based funding are not guaranteed for students in the SSP Program. The Program also informs students each year of assistantship opportunities, and many offices on campus prefer our students and hire them year after year. Finally, students can find additional assistantship opportunities on the Jobs4Kats website.

#### C. Scholarships (CHSS; Graduate Studies)

SSP Program students are eligible to be considered for competitive scholarships from both the College of Humanities and Social Sciences (CHSS) and Graduate Studies. The CHSS scholarships are granted for one complete academic year for students entering their respective graduate program. They are then available each semester thereafter. Scholarships through Graduate Studies are also available each semester. Both the CHSS and Graduate Studies scholarships come with a stipend as well as a waiver of out-of-state tuition fees.

#### D. Overall program budget (Subsumed in Dept. budget)

The SSP Program is supported through the larger budget of the Department of Psychology and Philosophy, as there is no separate dedicated funding. Faculty salaries, office operations and management, clerical/administrative support and general facilities are all provided by the Department as part of the College of Humanities and Social Sciences. Further, the department supports the specific practice-oriented training needs of the program by funding and maintaining a Materials Center, where psychological and educational test kits and intervention materials are available for check out. The department maintains malpractice insurance that covers graduate students engaged in clinical work during their first and second years in the program as well as all faculty who are involved in their supervision. Just this year the department invested in the Tevera system of record keeping for all graduate programs. Through Tevera the SSP Program can electronically store rating documents, and hours logs for all students enrolled in the program. The SSP Program would like to see funds earmarked for consistently providing simple support for field supervisors, to include a half day of professional development (3 continuing education units), an allowance for one guest speaker each year, and Program/Department labeled products.

### **Section VII. Facilities and Equipment**

#### **A. Facilities**

Graduate students in the SSP program have access to all SHSU facilities including the Newton Gresham Library, computer labs, and at large study areas. Specific to Psychology and Philosophy department, SSP graduate students have access to the Materials Center and the

graduate student study lounge, both located on the third floor of the CHSS building. The Materials Center houses all test kits and scoring protocols and is the central room that shares one-way mirrors to the connected therapy rooms used for School Psychology Practicum experiences.

#### B. Technology and technology costs

Recently, the SSP program received departmental funding to incorporate a cloud-based software program (Tevera) to track practicum and internship progress and hours as well as to streamline communication of site supervisors with SSP course expectations and evaluations. The Psychology and Philosophy department paid for the onboarding and the one-time student fee \$195 which allows the student to use Tevera for a lifetime.

As mentioned previously, the Department needs technology support to update and enhance the website, including the SSP Program webpage. Specifically, the Program would like to take new pictures for our page and record short videos that would highlight our facilities, including the Materials Center and A/V system, our faculty, and allow current students to answer Frequently Asked Questions.

#### C. Other special equipment needs

Many of the cognitive and achievement testing kits being learned by our students require the use of an iPad. Thus, we are in need of more iPads as the older ones become dated and difficult to troubleshoot as well as to support one-to-one instead of group use. As many school districts employ this type of testing technology, to not afford our graduate students the opportunity to learn to use it is a detriment to their adequate training.

### **Section VIII. Assessment Efforts** (For this section, members will consult the annual department and program assessment reporting for the years under review; various applicable data as described)

#### A. Admissions and retention

Candidates admitted to the SSP Program must meet stringent admissions criteria as set forth by the CHSS (see Attachment C: Program Handbook, p. 28 - 30). Admission is based on a formula that combines an applicant's grade-point average (GPA) with their performance on the Graduate Record Exam (GRE). Applicants must have a minimum GPA of 3.0 to be admitted into any CHSS graduate program in Good Standing. It is possible for applicants with GPAs as low as 2.7 to be admitted into a graduate program under Probationary status, but the final permission for these admissions is granted by the College and not the Department. Probationary admissions tend to be rare, especially as this status causes candidates to be ineligible for Financial Aid during their first semester of enrollment. The Department and Program can petition the College to waive the GPA requirement in rare circumstances when a candidate's other admission information provides strong support for their ability to successfully complete the Program. Candidates are admitted to the SSP Program on a full-time basis only as part of a cohort model of training.

Admitting candidates as part of a cohort has allowed for increased collegiality among candidates themselves as well as between candidates and faculty. The candidate organization (Sam Houston Association of School Psychology; SHASP) has become more active following the implementation of cohorts as well. Finally, with regard to admission, it is possible for candidates who have completed previous graduate work in another field to gain admission into the SSP Program. In keeping with the policy of the Graduate School at SHSU, these candidates are able to transfer no more than 15 credit hours toward their new degree. Program faculty review syllabi from the courses that candidates wish to substitute and maintain the final decision with regard to applicability of courses in meeting Program requirements. Respecialization candidates, or those candidates who already hold at least a Master's degree in a related psychology field (typically clinical psychology), are accepted, but this occurs *very* infrequently. Over the course of the past fifteen years, the Program has successfully produced only two respecialization candidates, and both of these individuals had obtained their M.A. in clinical psychology degree within the SHSU Department of Psychology, as opposed to having obtained the degree from a different institution. Following the implementation of the cohort model of admissions, respecialization candidates are now to be admitted based on availability within both the first- and second-year cohorts as they often need to complete some classes from each of the two years of training. The number of respecialization candidates is expected to remain very low, simply based on the circumstances surrounding these training requests.

Criteria for candidate retention include maintaining a minimum GPA of 3.0, obtaining no more than one course grade of "C," obtaining no course grade of "F" as this automatically expels candidates from their graduate program, and demonstrating professional work characteristics and dispositions that are consistent with fulfilling the role of the LSSP. Candidate work characteristics and dispositions are evaluated each year as part of a series of formal candidate evaluations completed by Program faculty (see Attachment C: Program Handbook, beginning with page 110, Section II-Assessment List as well as aggregated data for Assessment 2-Content Knowledge). These evaluations were developed to be a part of the courses where candidates are completing field-based experiences, and are thus reflective of characteristics and dispositions within the field as opposed to within the University setting. Additionally, Program and affiliate faculty provide qualitative information related to the performance of all candidates. GPA and candidate evaluation information are combined to allow Program faculty to evaluate each candidate's readiness to continue on to the next level of training.

#### B. Practicum Supervisor Rating and Feedback

##### ***Assessment: Description and Usage***

The SSP Program evaluates candidate performance during their final practicum experiences (PSYC 6394 and PSYC 6397) through the use of a detailed evaluation completed by the field supervisor. The evaluation form is completed at the conclusion of the Spring semester of Year 2. Completion of the practicum evaluation document includes a one-to-one feedback session between the supervisor and candidate to review the results. The practicum evaluation document is aligned with the evaluation document used during the Internship. Candidates in practicum receive supervisor evaluations addressing competencies in each NASP Standard which are reflective of their level of training and experience (i.e., pre-Intern).

The evaluation form was designed to be completed based on a Likert rating scale of 1 to 5, with the scoring rubric embedded throughout the document at the beginning of each subsection. Competency is defined by the Program as a score of 3 and includes the need for supervision. This supervision need is considered “competent” because in Texas the licensing board requires that individuals are under supervision during their pre-Internship field experiences.

### ***Data Analysis***

Data is provided in each table of individual candidates within each cohort as well as averaged performance for each Standard across all candidates. For each of the years included, all but one of the candidates demonstrated competency across the NASP Standards, and one candidate had to withdrawal for personal reasons (this candidate did eventually return to complete the program). The candidate with substandard Practicum ratings did not continue on to Internship. Additionally, each NASP Standard was consistently rated as evidencing competence when the performance across candidates was averaged.

### ***Data Interpretation***

Aggregate scores across Standards for each candidate and across cohorts for each Standard indicate attainment of competence and generally satisfactory performance of candidates during their final practicum experience, as rated by field supervisors. When viewed collectively, these results provide very strong evidence that our candidates are obtaining the knowledge and skills necessary to meet the performance expectations of individuals working in the field. Certain candidates may be rated as just below competent in one or more Standards as part of these evaluations, even though the aggregate would suggest overall attainment of competence. When this occurs, faculty supervisors and/or instructors will monitor those candidates as they transition to their Internship year. Fortunately, candidates have ample opportunity to continue to grow and develop during that time of professional practice under supervision. Candidates are NOT permitted to advance to the next phase of their training if their overall performance suggests they lack specific skills, knowledge, or professional dispositions to be successful. If this delay in advancement is necessary, the candidate would be placed on a remediation plan per the Graduate School and Program policies. Fortunately, these actions are rarely needed!

Table 1 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2015

NASP Domain	Cand 1	Cand 2	Cand 3	Cand 4	Cand 5	Cand 6	Cand 7	Cand 8	Cand 9	Cand 10	TOTAL (n = 9)
Standard II	3	3.4	4	3	3.63	3.9	.	3.125	3	3.63	3.41
Standard III	3	3.4	4	2	3.28	3.57	.	3	3	4.14	3.27
Standard IV											
4.1	3	3	4	3	3.62	3.66	.	3.11	3	3.13	3.28
4.2	3	3	4	3	3.77	4	.	3	3	3.3	3.34
Standard V											
5.1	3.14	3.88	4	2.67	4	3.66	.	3	3	3.44	3.42
5.2	3	3.33	3.54	N/O	N/O	3.36	.	3.2	3	3.41	3.26
Standard VI	3	3	4	N/O	3.66	3.57	.	3.14	3	3.45	3.35
Standard VII	3	3.5	4.5	2.63	3.37	4	.	3	3	3.5	3.39
Standard VIII											
8.1	3	3.13	4.25	2.33	3.71	4	.	3.13	3	3.66	3.36
8.2	3.29	3.17	5	3	3.7	3.94	.	3.35	3	3.7	3.57
Candidate Average	3.04	3.28	4.13	2.7	3.64	3.77	.	3.11	3	3.54	100% Competent

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

Table 2 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2016

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>TOTAL (n = 6)</b>
Standard II	3.11	5	3.18	3.09	2.14	5	<b>3.59</b>
Standard III	3	5	3	3	2.75	4.14	<b>3.48</b>
Standard IV							
4.1	3.22	5	3.2	3	2.75	5	<b>3.7</b>
4.2	3.2	5	3.1	3	2.5	4.8	<b>3.6</b>
Standard V							
5.1	3.89	5	3	3	2.63	4.33	<b>3.64</b>
5.2	3.14	5	3	3	3	4.33	<b>3.58</b>
Standard VI	3	5	3	3	2	5	<b>3.5</b>
Standard VII	3.75	5	3	3	2.75	5	<b>3.75</b>
Standard VIII							
8.1	3	5	3	3	2	5	<b>3.5</b>
8.2	3	5	3.19	3.06	2.73	5	<b>3.66</b>
<b>Candidate Average</b>	<b>3.23</b>	<b>5</b>	<b>3.07</b>	<b>3.02</b>	<b>2.53</b>	<b>4.76</b>	<b>83% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

TABLE 3 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2017

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>TOTAL (n = 7)</b>
Standard II	3	3	3	3.1	3.3	3	3	<b>3.1</b>
Standard III	3.4	3	3	3	3	3	3.3	<b>3.1</b>
Standard IV								
4.1	3.1	3.3	3	3	3	3	3	<b>3.1</b>
4.2	3.2	3.3	3	3	3	3	3	<b>3.1</b>
Standard V								
5.1	3.2	3.3	3	3	3	3	3.4	<b>3.1</b>
5.2	3.1	3	3	3	3	3	3	<b>3.0</b>
Standard VI	3	3	3	3	3	3	3	<b>3.0</b>
Standard VII	3.1	3.71	3	3	3	3	3	<b>3.1</b>
Standard VIII								
8.1	3.1	3	3	3.3	3.2	3	N/O <sup>b</sup>	<b>3.1</b>
8.2	3.6	4.1	3	4.5	3.4	3	3.56	<b>3.6</b>
<b>Candidate Average</b>	<b>3.2</b>	<b>3.3</b>	<b>3.0</b>	<b>3.2</b>	<b>3.1</b>	<b>3.0</b>	<b>3.2</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

TABLE 4 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2018

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>TOTAL (n = 5)</b>
Standard II	4	3.5	3.1	2.8	3.5	<b>3.4</b>
Standard III	3.8	4.5	3.2	3	3	<b>3.5</b>
Standard IV						
4.1	3.9	3.3	3	3.1	3.3	<b>3.3</b>
4.2	3.8	4	3	3.1	3.5	<b>3.5</b>
Standard V						
5.1	3.8	3.1	3.2	2.9	3.1	<b>3.2</b>
5.2	3.5	3.3	3	3	3	<b>3.2</b>
Standard VI	4	3	3	3	3.1	<b>3.2</b>
Standard VII	4	4	3.3	3	3	<b>3.5</b>
Standard VIII						
8.1	4	3.4	3.1	2.7	4	<b>3.5</b>
8.2	4.5	4.2	3.1	2.9	3.6	<b>3.7</b>
<b>Candidate Average</b>	<b>3.9</b>	<b>3.6</b>	<b>3.1</b>	<b>3.0</b>	<b>3.7</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP

license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

TABLE 5 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2019

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>TOTAL (n = 7)</b>
Standard II	2.8	3.2	3	3.4	3.2	3	3	<b>3.1</b>
Standard III	3	3.1	3	3	3.5	3	3.2	<b>3.1</b>
Standard IV								
4.1	3	3.6	3	3.1	3.3	3	3	<b>3.1</b>
4.2	3	3.2	3.1	3.2	3.3	3.3	3.1	<b>3.2</b>
Standard V								
5.1	3	3.4	2.9	3	3.2	3.1	3	<b>3.1</b>
5.2	3	3	3.3	3	3	3	3	<b>3.0</b>
Standard VI	3	3	3	3	3	3.4	3	<b>3.1</b>
Standard VII	3	3.6	3	3.1	3.1	3.1	3	<b>3.1</b>
Standard VIII								
8.1	3	3.1	3	3	3.9	3.8	3	<b>3.3</b>
8.2	4.5	3.9	3.1	3.4	4.5	3.4	3.8	<b>3.8</b>
<b>Candidate Average</b>	<b>3.1</b>	<b>3.3</b>	<b>3</b>	<b>3.1</b>	<b>3.4</b>	<b>3.2</b>	<b>3.1</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

Table 6 – 2020

Note: There are no data tables for the 2019-2020 academic year due to the Covid-19 pandemic.

TABLE 7 – Practicum (PSYC 6394/PSYC 6397) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2021

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>Cand 8</b>	<b>Cand 9</b>	<b>TOTAL (n = 9)</b>
Standard II	3.0	3.0	3.55	3.36	3.36	3.0	3.27	3.09	2.91	<b>3.28</b>
Standard III	3.0	3.0	3.67	3.2	3.0	3.0	3.75	3.57	3.0	<b>3.24</b>
Standard IV										
4.1	3.0	3.0	3.55	3.33	3.13	3.0	3.89	3.33	3.56	<b>3.31</b>
4.2	3.0	3.0	3.4	3.4	3.25	3.1	3.3	3.3	3.5	<b>3.25</b>
Standard V										
5.1	3.0	3.0	3.67	3.56	3.11	3.11	3.33	3.22	3.22	<b>3.25</b>
5.2	3.0	3.0	3.0	3.14	3.0	3.14	3.17	3.0	3.45	<b>3.10</b>
Standard VI	3.0	3.0	3.0	4.09	3.0	3.0	3.09	3.0	3.45	<b>3.18</b>
Standard VII	3.0	3.0	3.71	3.75	3.17	3.25	3.5	4.0	3.88	<b>3.47</b>
Standard VIII										
	3.0	3.0	3.5	3.25	3.5	3.0	3.0	3.11	3.33	<b>3.19</b>

8.1										
8.2	3.0	3.88	3.56	3.76	3.94	3.29	3.65	4.18	3.94	<b>3.69</b>
<b>Candidate Average</b>	<b>3.0</b>	<b>3.09</b>	<b>3.46</b>	<b>3.48</b>	<b>3.25</b>	<b>3.09</b>	<b>3.40</b>	<b>3.38</b>	<b>3.42</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

### C. Internship Supervisor Rating and Feedback

#### ***Summary of Description and Usage***

The SSP Program evaluates candidate performance during the Internship (PSYC 6371) through the use of a very detailed evaluation completed by the field supervisor. The evaluation form is completed twice during the Internship year: once at the mid-term prior to the conclusion of the fall semester and then again at the conclusion of the spring semester prior to candidate graduation from the Program. Field supervisors are asked to share their ratings with candidates at these times as a means of facilitating communication about the Intern's strengths and weaknesses. Data from the final Internship rating cycle are included as part of the Program's evidence of assessment and attainment of competency.

The evaluation form was designed to be completed based on a Likert rating scale of 1 to 5, with the scoring rubric embedded throughout the document at the beginning of each subsection. Competency is defined as a score of 3 and includes the need for supervision. This supervision need is considered "competent" because in Texas individuals are required to be under supervision during their Internship year.

#### ***Alignment of Assessment with Competency Domains***

The Internship evaluation document currently in place addresses all of the NASP Standards. The evaluation form includes multiple items for each Standard assessed related to candidate competency. Item scores for each Standard can be averaged together for a Standard total score. Candidate performance can be analyzed by individual Standard as well as overall performance spanning all Standards. Finally, aggregated data have been calculated to reveal scores for each Standard across each cohort.

#### ***Data Analysis***

Data is provided in each table of candidates within each cohort as well as averaged performance for each Standard across all candidates. Only one candidate across all years included in this report fell below the competency rating, with an overall score of 2.9, which is just slightly below the 3.0 average expected. Additionally, each NASP Standard was consistently rated as evidencing competence when the performance across candidates was averaged.

#### ***Data Interpretation***

Generally, aggregate scores across NASP Standards for each candidate and across cohorts for each Standard indicate attainment of competence and overall exceptional performance of candidates during their Internship experience, as rated by field supervisors. When viewed collectively, these results provide *very* strong evidence that our candidates are obtaining the knowledge and skills necessary to meet the performance expectations of individuals licensed and working in the field.

The Program faculty, and in particular the Internship course instructor, were surprised to have one candidate rated just under competent at the conclusion of their Internship. No specific concerns were raised by the supervisor related to Standard III or Standard VIII, element 8.2 for

that candidate, either through the mid-year evaluation or through personal communication, so it wasn't known that there was a need to address the candidate's performance.

TABLE 1 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2015

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>TOTAL (n = 7)</b>
Standard II	4	3.4	3.64	4.27	4.64	4.09	4.45	<b>4.07</b>
Standard III	4	3.17	3.86	4.14	4.43	4	4.57	<b>4.02</b>
Standard IV								
4.1	4	3	3.67	4.78	5	4	5	<b>4.21</b>
4.2	4	3	3.6	4.8	5	4	5	<b>4.2</b>
Standard V								
5.1	4	3	4	4.44	4.78	4	4.89	<b>4.16</b>
5.2	4	3	3.42	4.17	4.56	4	4.75	<b>3.96</b>
Standard VI	4	3	3.91	4.64	4.45	4	4	<b>4</b>
Standard VII	4	3	3.38	5	5	4	5	<b>4.2</b>
Standard VIII								
8.1	4	3	3.43	4.56	5	4	4.33	<b>4.05</b>
8.2	4.53	3.18	4	4.82	5	4	5	<b>4.36</b>
<b>Candidate Average</b>	<b>4.05</b>	<b>3.08</b>	<b>3.69</b>	<b>4.56</b>	<b>4.79</b>	<b>4.01</b>	<b>4.7</b>	<b>100% Competent</b>

TABLE 2 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2016

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>TOTAL (n = 6)</b>
Standard II	3.55	3.91	3	3.91	3.44	4	<b>3.64</b>
Standard III	3.14	3.83	3	3.86	3	3.83	<b>3.44</b>
Standard IV							
4.1	3.78	4.44	3.33	4	3.5	4.56	<b>3.94</b>
4.2	3.5	4.6	3.86	4	3.4	4.6	<b>3.99</b>
Standard V							
5.1	3.44	3.89	3.29	4	3.13	3.78	<b>3.59</b>
5.2	3.45	3.88	3.43	3.58	3.11	4	<b>3.58</b>
Standard VI	3.36	3.72	3.17	3.82	3	4.09	<b>3.53</b>
Standard VII	3.88	4.89	3.25	4	3.63	4.88	<b>4.09</b>
Standard VIII							
8.1	3.44	4.33	3	4	3.13	4.22	<b>3.69</b>
8.2	3.76	4.59	3.36	4.59	3.53	4.47	<b>4.05</b>
<b>Candidate Average</b>	<b>3.53</b>	<b>4.21</b>	<b>3.27</b>	<b>3.98</b>	<b>3.29</b>	<b>4.24</b>	<b>100% Competent</b>

TABLE 3 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2017

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>TOTAL (n = 6)</b>
Standard II	4.4	4.3	4.6	3.7	3.6	3	<b>3.9</b>
Standard III	4	4.1	4.6	3.4	3.4	3	<b>3.8</b>
Standard IV							
4.1	4.4	4	4.9	3.7	3.9	3	<b>3.9</b>
4.2	4.9	4.1	5	3.6	3.6	3	<b>4</b>
Standard V							
5.1	4.8	4	4.9	3.4	3.8	3.1	<b>4</b>
5.2	4	4	4.6	3.4	3.1	3	<b>3.7</b>
Standard VI	4.4	4	4.6	3.3	3.3	3	<b>3.8</b>
Standard VII	4.8	4	5	4	4	3	<b>4.1</b>
Standard VIII							
8.1	4.1	4.2	4.7	3.6	3.2	3.1	<b>3.8</b>
8.2	4.5	4.8	4.9	3.9	3.8	3.1	<b>4.2</b>
<b>Candidate Average</b>	<b>4.4</b>	<b>4.2</b>	<b>4.8</b>	<b>3.6</b>	<b>3.6</b>	<b>3</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

TABLE 4 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2018

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>TOTAL (n = 7)</b>
Standard II	4.9	3.3	5	4	5	3.5	4.6	<b>4.3</b>
Standard III	4.6	3.1	4.7	4	4.7	3.4	4	<b>4.1</b>
Standard IV								
4.1	5	3.1	5	4	5	4	5	<b>4.4</b>
4.2	5	3	5	4	5	3.7	5	<b>4.4</b>
Standard V								
5.1	5	3	4.9	4	4.8	3.3	4.9	<b>4.3</b>
5.2	4.8	3	4.2	4	5	3.6	4.8	<b>4.2</b>
Standard VI	4.7	3	4	4	4.6	3.5	4.5	<b>4</b>
Standard VII	5	3	5	5	5	4	4.8	<b>4.5</b>
Standard VIII								
8.1	4.9	3.1	4	4	5	3	4.8	<b>4.1</b>
8.2	5	3.1	5	5	5	4.2	5	<b>4.6</b>
<b>Candidate Average</b>	<b>4.9</b>	<b>3.1</b>	<b>4.7</b>	<b>4.2</b>	<b>4.9</b>	<b>3.6</b>	<b>4.7</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

TABLE 5 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2019

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>TOTAL (n = 5)</b>
Standard II	5	3.1	4.5	4	3	<b>3.9</b>
Standard III	5	3	4.7	3.4	2.5	<b>3.7</b>
Standard IV						
4.1	5	3.1	4.6	4	3	<b>3.9</b>
4.2	5	3.3	4.6	4.4	3	<b>4.1</b>
Standard V						
5.1	5	3.1	3.8	3.9	3	<b>3.8</b>
5.2	5	3	4.1	4	3	<b>3.8</b>
Standard VI	5	3.2	4	4	3	<b>3.8</b>
Standard VII	5	3	4	5	3	<b>4</b>
Standard VIII						
8.1	5	3	4.4	4	3	<b>3.9</b>
8.2	5	2.9	4.7	4.6	2.8	<b>4</b>
<b>Candidate Average</b>	<b>5</b>	<b>3.1</b>	<b>4.3</b>	<b>4.1</b>	<b>2.9</b>	<b>80% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

Table 6 – Spring 2020

Note: There are no data tables for the 2019-2020 academic year due to the Covid-19 pandemic.

TABLE 7 – Internship (PSYC 6371) Site Supervisor Ratings<sup>a</sup> of Candidates, Spring 2021

<b>NASP Domain</b>	<b>Cand 1</b>	<b>Cand 2</b>	<b>Cand 3</b>	<b>Cand 4</b>	<b>Cand 5</b>	<b>Cand 6</b>	<b>Cand 7</b>	<b>TOTAL (n = 7)</b>
Standard II	3.0	4.63	4.64	3.55	3.91	3.72	3.55	<b>3.86</b>
Standard III	3.0	5.0	5.0	3.0	3.86	4.0	3.29	<b>3.88</b>
Standard IV								
4.1	3.0	5.0	5.0	3.67	4.0	3.11	3.44	<b>3.89</b>
4.2	3.0	4.8	5.0	3.8	3.9	3.9	3.4	<b>3.97</b>
Standard V								
5.1	3.0	4.89	5.0	3.0	4.0	4.0	3.56	<b>3.92</b>
5.2	3.75	4.58	5.0	3.33	3.5	3.75	4.25	<b>4.02</b>
Standard VI	3.0	4.82	5.0	3.45	3.45	4.64	3.27	<b>3.95</b>
Standard VII	3.0	5.0	5.0	3.38	4.0	3.25	4.25	<b>3.98</b>
Standard VIII								
8.1	3.33	5.0	5.0	3.0	3.89	3.89	3.0	<b>3.87</b>
8.2	3.24	4.94	5.0	4.0	4.82	4.29	3.82	<b>4.30</b>
<b>Candidate Average</b>	<b>3.13</b>	<b>4.87</b>	<b>4.96</b>	<b>3.42</b>	<b>3.93</b>	<b>3.86</b>	<b>3.58</b>	<b>100% Competent</b>

<sup>a</sup> Ratings of 3.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once candidates graduate, they will still receive up to a year of supervision as an LSSP Trainee.

<sup>b</sup> Indicates the supervisor gave all items from this Domain a rating of “Not Applicable or No Opportunity to Observe.”

#### D. Praxis II Evaluation Results

##### ***Summary of Description and Usage***

*The Praxis Series*™ School Psychologist Examination is designed for 60-hour specialist-degree level candidates who want to serve as school psychologists in educational settings. In addition to being necessary for licensure in the state of Texas, as well as for national certification in school psychology, the specialist program in school psychology at Sam Houston State University utilizes the *Praxis* Examination as a comprehensive/exit assessment of knowledge in school psychology. The criterion score for passing the exam set by the Texas State Board of Examiners of Psychologists (TSBEP; TX credentialing agency) is consistent with the score required by NASP for the Nationally Certified School Psychologist credential, which is a total score of 147. Our program requires this same score (i.e., 147) for passing the *Praxis* Exam.

The main content areas of the current *Praxis* exam include Professional Practices, Practices that Permeate All Aspects of Service Delivery (30%), Direct and Indirect Services for Children, Families and Schools (Student-Level Services; 23%), Systems-Level Services (15%), and Foundations of School Psychological Service Delivery (32%). There are no specific scoring requirements for the individual content areas, as the determination of meeting licensure eligibility is drawn solely from the total score.

##### ***Data Analysis***

The data provided by the Educational Testing Service (ETS) for the *Praxis* exam includes raw scores for each content area (as listed above) as well as a total score. While it is difficult to interpret the *strictly raw* data for the individual content areas, an examination of the raw scores indicates acceptable levels of performance across individual candidates and cohorts for each year of this assessment. Further, as was previously mentioned, the passing total score for the *Praxis* exam is 147. As is noted in each of Tables 1-3 (see below) of the Candidate Data for Assessment 1, our candidates have yielded a 100% pass rate across the years included in this review.

##### ***Data Interpretation***

As was previously stated, the ETS provides raw scores for candidate performance in each of the content areas. Therefore, the *total* score for the candidates' performance is utilized as an aggregate indicator of the assessment of content and process issues in the practice of school psychology. Furthermore, while each of the competency domains are clearly reflected in the item content of the individual assessment areas (e.g., Consultation and Collaboration), both the state licensing board and the SSP Program utilize the total score as the indicator of acceptable performance in this assessment area. Across data from the candidate cohorts analyzed in this review, the results indicate a 100% passing rate on the *Praxis* examination. Further, we can report that this passing rate was achieved by all students on their first examination attempt. Thus, as the culminating assessment of professional content knowledge and processes, these results are quite encouraging and indicate our candidates are meeting and often exceeding expectations for this assessment.

TABLE 1 – *Praxis* Score Results, Spring 2015 Graduates

(\*Indicates that the score fell below the Average range of the national sample.

<sup>a</sup> Candidates who took a new version of the *Praxis*, which contained four rather than six domains.)

Candidate	PRAXIS-II TOTAL	Domain I	Domain II	Domain III	Domain IV	Domain V	Domain VI
Candidate 1	175	31	13	15	9	13	6*
Candidate 2	169	28	11	13	10	8*	10
Candidate 3	173	27	14	13	10	11	10
Candidate 4	169	24*	13	15	9	11	8
Candidate 5	169	27	11	13	11	9	9
Candidate 6 <sup>a</sup>	170	22	20	14	24	--	--
Candidate 7 <sup>a</sup>	169	21	22	13	23	--	--
Candidate 8 <sup>a</sup>	158	18*	19	10*	23	--	--
Candidate 9 <sup>a</sup>	182	26	24	15	24	--	--
Candidate 10 <sup>a</sup>	167	19*	20	13	25	--	--
<b>Cohort Average</b>	<b>170.1</b>						
<b>Exam Pass Rate, 2015 Cohort</b>	<b>100% (10/10)</b>						

TABLE 2 – *Praxis* Score Results, Spring 2016 Graduates

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>162</b>	23*	21	13	27
Candidate 2	<b>167</b>	25	19	15	28
Candidate 3	<b>163</b>	24	20	10*	27
Candidate 4	<b>177</b>	22	22	14	26
Candidate 5	<b>174</b>	26	20	15	31
Candidate 6	<b>167</b>	21	23	11*	32
<b>Cohort Average</b>	<b>168</b>	<b>23.5</b>	<b>20.83</b>	<b>13</b>	<b>28.5</b>
<b>Exam Pass Rate, 2017 Cohort</b>	<b>100% (6/6)</b>				

\*Indicates that the score fell below the Average range of the national sample.

TABLE 3 – *Praxis* Score Results, Spring 2017 Graduates

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>169</b>	23*	22	15	29
Candidate 2	<b>168</b>	22	20	13	24
Candidate 3	<b>151</b>	25	17*	9*	24*
Candidate 4	<b>174</b>	25	21	14	32
Candidate 5	<b>165</b>	23*	20	15	28
Candidate 6	<b>175</b>	26	22	14	31
<b>Cohort Average</b>	<b>168</b>	<b>25</b>	<b>21</b>	<b>14</b>	<b>29</b>
<b>Exam Pass Rate, 2017 Cohort</b>	<b>100% (6/6)</b>				

\*Indicates that the score fell below the Average range of the national sample.

TABLE 4 – *Praxis* Score Results, Spring 2018 Graduates

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>161</b>	24	18*	10	21*
Candidate 2	<b>152</b>	19*	19	7*	20*
Candidate 3	<b>174</b>	26	21	17	22
Candidate 4	<b>176</b>	27	19	16	25
Candidate 5	<b>180</b>	27	21	15	28
Candidate 6	<b>158</b>	23	17*	11*	20*
Candidate 7	<b>173</b>	26	20	14	25
<b>Cohort Average</b>	<b>168</b>	<b>25</b>	<b>19</b>	<b>13</b>	<b>23</b>
<b>Exam Pass Rate, 2018 Cohort</b>	<b>100% (7/7)</b>				

\*Indicates that the score fell below the Average range of the national sample.

TABLE 5 – *Praxis* Score Results, Spring 2019 Graduates

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>147</b>	20*	17*	7*	16*
Candidate 2	<b>171</b>	20*	21	12	29
Candidate 3	<b>164</b>	23	14	12	24
Candidate 4	<b>167</b>	23*	20	16	28
Candidate 5	<b>169</b>	24	13	13	27
<b>Cohort Average</b>	<b>164</b>	<b>22</b>	<b>17</b>	<b>12</b>	<b>25</b>
<b>Exam Pass Rate, 2019 Cohort</b>	<b>100% (5/5)</b>				

\*Indicates that the score fell below the Average range of the national sample.

Table 6 - *Praxis* Score Results, Spring 2020 Graduates

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>165</b>	<i>24</i>	<i>18</i>	<i>13</i>	<i>31</i>
Candidate 2	<b>180</b>	<u>32</u>	<u>23</u>	<i>12</i>	<i>23</i>
Candidate 3	<b>164</b>	<u>28</u>	<i>18</i>	<i>14</i>	<i>25</i>
Candidate 4	<b>178</b>	<u>28</u>	<i>21</i>	<i>15</i>	<i>25</i>
Candidate 5	<b>167</b>	<i>24</i>	<i>21</i>	<i>8</i>	<i>25</i>
Candidate 6	<b>172</b>	<i>25</i>	<u>22</u>	<i>14</i>	<i>30</i>
Candidate 7	<b>172</b>	<i>26</i>	<i>22</i>	<i>15</i>	<i>28</i>
<b>Cohort Average</b>	<b>171.1</b>	<b>26.7</b>	<b>20.7</b>	<b>13</b>	<b>26.7</b>
<b>Exam Pass Rate, 2020 Cohort</b>	<b>100% (7/7)</b>				

Note: *Domain scores in italics indicate scores that fell within the Average performance range.*

Note: Domain scores underlined indicates score that fell above the Average performance range.

TABLE 7 – *Praxis* Score Results, Spring 2021 Cohort

<b>Candidate</b>	<b>PRAXIS-II TOTAL</b>	<b>Domain I</b>	<b>Domain II</b>	<b>Domain III</b>	<b>Domain IV</b>
Candidate 1	<b>182</b>	<u>29</u>	<u>23</u>	14	<u>27</u>
Candidate 2	<b>164</b>	17*	16	13	27
Candidate 3	<b>169</b>	21	20	12	26
Candidate 4	<b>158</b>	20*	18	13	20*
Candidate 5	<b>171</b>	24	16	14	25
Candidate 6	<b>169</b>	23	15	12	27
Candidate 7	<b>165</b>	25	19	13	29
<b>Cohort Average</b>	<b>168</b>				
<b>Exam Pass Rate, 2021 Cohort</b>	<b>100% (7/7)</b>				

\*Indicates that the score fell below the Average range of the national sample.

Note: Domain scores underlined indicates score that fell above the Average performance range.

#### E. Internship Portfolio Case Evaluation: Faculty Rating Form (FRF) and Procedural Integrity Rubric (PIR)

##### ***Summary of Description and Usage***

The SSP Program employs a Portfolio assessment to evaluate candidate learning and skill application as they prepare to exit the Program and move forward into professional practice. The Portfolio cases, both academic and behavior, are completed by candidates during their Internship year (PSYC 6371). This is a practice-based evaluation in that candidates are required to submit a case summary and detailed report for both cases. Each portfolio case submitted is evaluated by two Program faculty for procedurally accurate work based on current best practices as well as the candidates' ability to demonstrate competence across the pertinent NASP Standards. Candidates are specifically required to include information on methods of data collection to demonstrate appropriate intervention monitoring as well as intervention efficacy.

##### ***Alignment of Assessment with NASP Standards***

The Procedural Integrity Rubric (PIR) was designed to measure a candidate's case completion following best practice procedures. A cut score was established for each of the two PIR documents, and candidates are further expected to address each procedural aspect of the PIR, yielding no scores of '0.'

The Faculty Rating Form (FRF) allows faculty members to evaluate candidate performance and competency attainment related to the relevant NASP Standards being assessed. Faculty also assign each case an overall faculty rating, with a score of '3' considered to be Average performance within the field, and thus competent. (Again, see Attachment C: Program Handbook for a more detailed description of the case review process and example documents, p. 80-93).

##### ***Data Analysis***

Aggregated performance by case for both the FRF and PIR ratings by cohort are shown in the tables. Aggregated ratings of candidate performance demonstrate very solid performance over all cases submitted. Based on the FRF results, candidates achieved consistently high ratings for all of the Standards addressed. Across the review period, all (100%) of the Faculty Rating Form evaluations of both academic and behavioral cases indicated competency met. For the behavioral case Procedural Integrity Rubric, only twice were students indicated to have failed to reach the exceptionally high competency standard of no missing performance elements. For the academic case Procedural Integrity Rubric, a total of eight times students were indicated to have failed to reach the competency of no missing performance elements. Our Interns have continued to struggle in both acquiring and completing academic intervention cases. The Program will continue to find ways to support this critical element of candidate training, as it is heavily emphasized by NASP and necessary to expand the school psychologist's prevention role.

Tables 1 – 4: 2016 FRF and PIR Ratings:

<b>2016 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>b</sup>	Comp Met (Y/N)
Cand 1	96	96	96	Y	3	3	3	Y
Cand 2	92	92	92	Y	3	4	3.5	Y
Cand 3	88	88	88	Y	3	3	3	Y
Cand 4	100	100	100	Y	5	5	5	Y
Cand 5	100	100	100	Y	4	5	4.5	Y
Cand 6	100	96	98	Y	4	5	4.5	Y
<b>Cohort Data</b>	--	--	95.67	6/6; 100%	--	--	3.92	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average overall faculty rating of ‘3’ or greater for competency.

<b>2016 PIR Scores</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of ‘0’ <sup>b</sup>	Competency Met (Yes/No)
Cand1	24	25	24.5	Y	0	Y
Cand2	24	26	25	Y	0	Y
Cand3	24	24	24	Y	0	Y
Cand4	28	27	27.5	Y	0	Y
Cand5	27	26	26.5	Y	0	Y
Cand 6	27	27	27	Y	0	Y
<b>Cohort Data</b>			25.75	6/6; 100%	0	4/6; 67%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of ‘24’ for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of ‘0’ on the PIR for competency.

<b>2016 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>b</sup>	Comp Met (Y/N)
Cand 1	85	93	89	Y	3	4	3.5	Y
Cand 2	86	96	91	Y	4	4	4	Y
Cand 3	86	93	89	Y	3	4	3.5	Y
Cand 4	90	90	90	Y	4	4	4	Y
Cand 5	100	100	100	Y	4	5	4.5	Y
Cand 6	93	97	95	Y	3	4	3.5	Y
<b>Cohort Data</b>	--	--	92.33	6/6; 100%	--	--	3.83	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2016 PIR Scores</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	19	21	20	N	0	Y
Cand2	22	22	22	Y	0	Y
Cand3	21	21	21	Y	0	Y
Cand4	23	21	22	Y	0	Y
Cand5	22	23	22.5	Y	0	Y
Cand 6	22	22	22	Y	0	Y
<b>Cohort Data</b>			21.6	5/6; 83%	0	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Tables 5 – 8: 2017 FRF and PIR Ratings:

<b>2017 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>b</sup>	Comp Met (Y/N)
Cand 1	100	95.5	98	Y	4	4.5	4.25	Y
Cand 2	95.5	95.5	95.5	Y	4	4.5	4.25	Y
Cand 3	100	95.5	98	Y	3	3	3	Y
Cand 4	95.5	91	93	Y	3.5	3	3.25	Y
Cand 5	95.5	91	93	Y	4	3	3.5	Y
Cand 6	100	95.5	98	Y	5	5	5	Y
<b>Cohort Data</b>	--	--	96	6/6; 100%	--	--	4	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2017 PIR Scores</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	27	28	27.5	Y	0	Y
Cand2	29	28	28.5	Y	0	Y
Cand3	26	27	26.5	Y	0	Y
Cand4	26	32	29	Y	1	N
Cand5	25	33	29	Y	1	N
Cand 6	28	33	30.5	Y	0	Y
<b>Cohort Data</b>			28.5	6/6; 100%	2	4/6; 67%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '24' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

<b>2017 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>b</sup>	Comp Met (Y/N)
Cand 1	100	89	94	Y	4.5	5	4.75	Y
Cand 2	96	96	96	Y	4.5	5	4.75	Y
Cand 3	100	94	97	Y	5	5	5	Y
Cand 4	100	94	97	Y	4	4	4	Y
Cand 5	100	94	97	Y	4	4	4	Y
Cand 6	100	94	97	Y	4	4	4	Y
<b>Cohort Data</b>	--	--	97	6/6; 100%	--	--	4	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2017 PIR Scores</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	24	33	28.5	Y	0	Y
Cand2	23	33	28	Y	0	Y
Cand3	24	30	27	Y	0	Y
Cand4	21	21	21	Y	0	Y
Cand5	23	22	22.5	Y	0	Y
Cand 6	25	26	25.5	Y	0	Y
<b>Cohort Data</b>			25	6/6; 100%	0	6/6; 100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Tables 9 – 12: 2018 FRF and PIR Ratings:

<b>2018 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating	Comp Met (Y/N)
Cand 1	87	95	91	Y	3	3	3	Y
Cand 2	91	95	93	Y	4	5	4.5	Y
Cand 3	91	86	89	Y	4	5	4.5	Y
Cand 4	83	86	85	Y	3	3	3	Y
Cand 5	96	95	95.5	Y	4	5	4.5	Y
Cand 6	91	100	96	Y	4	5	4.5	Y
Cand 7	96	100	98	Y	4	5	4.5	Y
<b>Cohort Data</b>	--	--	92.5	7/7; 100%	--	--	4.1	7/7; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2018 PIR Scores</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	22	31	26.5	Y	0	Y
Cand2	25	38	31.5	Y	0	Y
Cand3	28	37	32.5	Y	0	Y
Cand4	25	23	24	Y	1	N
Cand5	20	28	24	Y	0	Y
Cand 6	23	28	25.5	Y	0	Y
Cand 7	25	28	26.5	Y	2	N
<b>Cohort Data</b>			26.4	7/7; 100%	0	5/7; 71%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '24' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

<b>2018 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>c</sup>	Comp Met (Y/N)
Cand 1	100	94	97	Y	3	4	3.5	Y
Cand 2	100	94	97	Y	3	4	3.5	Y
Cand 3	100	94	97	Y	4	4	4	Y
Cand 4	94	89	92	Y	4	4	4	Y
Cand 5	94	83	89	Y	4	4	4	Y
Cand 6	94	83	89	Y	3	5	4	Y
Cand 7	94	94	94	Y	3	5	4	Y
<b>Cohort Data</b>	--	--	94	7/7; 100%	--	--	3.9	7/7; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2018 PIR Scores</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	19	23	21	Y	0	Y
Cand2	19	21	20	Y	0	Y
Cand3	21	21	21	Y	0	Y
Cand4	22	31	26.5	Y	0	Y
Cand5	24	31	27.5	Y	0	Y
Cand 6	22	33	27.5	Y	0	Y
Cand 7	25	31	28	Y	0	Y
<b>Cohort Data</b>			24.5	7/7; 100%	0	7/7; 100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Tables 13 – 16: 2019 FRF and PIR Ratings

<b>2019 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating	Comp Met (Y/N)
Cand 1	100	95	97.5	Y	4	4	4	Y
Cand 2	100	95	97.5	Y	4	3	3.5	Y
Cand 3	91	100	95.5	Y	3	3	3	Y
Cand 4	100	100	100	Y	5	4	4.5	Y
Cand 5	95	91	93	Y	4	3	3.5	Y
<b>Cohort Data</b>	--	--	96.7	5/5; 100%	--	--	3.7	5/5; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2019 PIR Scores</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	23	28	25.5	Y	1	N
Cand2	24	24	24	Y	0	Y
Cand3	24	24	24	Y	0	Y
Cand4	27	26	26.5	Y	0	Y
Cand5	28	23	25.5	Y	0	Y
<b>Cohort Data</b>			25.1	5/5; 100%	1	4/5; 80%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '24' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

<b>2019 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>c</sup>	Comp Met (Y/N)
Cand 1	100	94	97	Y	4	3	3.5	Y
Cand 2	100	94	97	Y	4	5	4.5	Y
Cand 3	94	100	97	Y	4	4	4	Y
Cand 4	100	100	100	Y	4	4	4	Y
Cand 5	94	100	97	Y	3	4	3.5	Y
<b>Cohort Data</b>	--	--	97.6	5/5; 100%	--	--	3.9	5/5; 100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2019 PIR Scores</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	22	22	22	Y	0	Y
Cand2	23	22	22.5	Y	0	Y
Cand3	22	22	22	Y	0	Y
Cand4	22	23	22.5	Y	0	Y
Cand5	23	22	22.5	Y	0	Y
<b>Cohort Data</b>			22.3	5/5; 100%	0	5/5; 100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

**Note: There are no data tables for the 2019-2020 academic year due to the Covid-19 pandemic.**

Tables 17-20: 2021 FRF and PIR Ratings:

<b>2021 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating	Comp Met (Y/N)
Cand 1	100	95	97.5	Y	3	5	4	Y
Cand 2	100	100	100	Y	3	3	3	Y
Cand 3	100	95	97.5	Y	3	5	4	Y
Cand 4	95.45	91	93.23	Y	3	4	3.5	Y
Cand 5	95.45	95	95.23	Y	5	4	4.5	Y
Cand 6	95.45	91	93.23	Y	4	5	4.5	Y
Cand 7	95.45	95	95.23	Y	4	3	3.5	Y
<b>Cohort Data</b>			95.99	100%			3.9	100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2021 PIR Scores</b> <b>Portfolio Evaluation: <i>Academic Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	24	25	24.5	Y	0	Y
Cand2	23	24	23.5	N	0	Y
Cand3	22	25	23.5	N	0	Y
Cand4	26	26	26	Y	0	Y
Cand5	26	23	24.5	Y	0	Y
Cand6	26	25	25.5	Y	0	Y
Cand7	26	23	24.5	Y	0	Y
<b>Cohort Data</b>			24.6	5/7; 71%	0	100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '24' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

<b>2021 FRF and Overall Faculty Rating</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>								
Candidate	FRF Rating 1	FRF Rating 2	Ave FRF Rating <sup>a</sup>	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating <sup>c</sup>	Comp Met (Y/N)
Cand 1	100	94	97	Y	4	4	4	Y
Cand 2	94.44	94	94.22	Y	5	4	4.5	Y
Cand 3	100	94	97	Y	5	3	4	Y
Cand 4	100	94	97	Y	4	4	4	Y
Cand 5	94.44	94	94.22	Y	5	4	4.5	Y
Cand 6	94.44	94	94.22	Y	5	3	4	Y
Cand 7	91.67	88.89	90.28	Y	3.5	3	3.25	Y
<b>Cohort Data</b>			94.85	100%			4.01	100%

<sup>a</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>b</sup> Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

<sup>c</sup> Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

<b>2021 PIR Scores</b> <b>Portfolio Evaluation: <i>Behavioral Consultation and Intervention Case</i></b>						
Candidate	PIR 1	PIR 2	Ave PIR Score <sup>a</sup>	Competency Met (Yes/No)	Total Ratings of '0' <sup>b</sup>	Competency Met (Yes/No)
Cand1	22	23	22.5	Y	0	Y
Cand2	22	21	21.5	Y	0	Y
Cand3	24	21	22.5	Y	0	Y
Cand4	20	22	21	Y	0	Y
Cand5	27	21	24	Y	0	Y
Cand 6	22	18	20	N	0	Y
Cand 7	25	22	23.5	Y	0	Y
<b>Cohort Data</b>			22.14	6/7 86%	0	100%

<sup>a</sup> Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

<sup>b</sup> Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

#### F. Internship Portfolio Case Positive Impact Data

##### ***Summary of Description and Usage***

The SSP Program employs a Portfolio assessment to evaluate candidate learning and skill application. As part of this assessment, candidates are asked to submit two professional practice cases: an academic and a behavioral consultation and intervention case. The Program provides direct evidence of measurable positive impact on children, youth, families, the educational environment, and other consumers, as applicable, through data gathered as part of three of these cases. The data provided by each candidate includes calculations of effect size (Cohen's  $d$ ), percentage of non-overlapping data points (PND),  $R^2$ , or other methods as applicable. The SSP Program at this time requires candidates to demonstrate moderate intervention effectiveness for PND (i.e., 50-70% or higher), effect size (.8 or higher) and  $R^2$  (.20 or higher) for at least one of the two cases submitted.

##### ***Data Analysis***

Overall positive impact, as demonstrated through the calculation of PND percentages, Cohen's  $d$ , and  $R^2$ , was very high across all applications of this assessment during the review period. For the behavioral consultation and intervention cases, the mean effect size was 2.9 and the mean PND was 92.3%. For the academic consultation and intervention cases, the mean  $R^2$  was .68 and the mean PND was 95.7%.

##### ***Data Interpretation***

Based on the quantitative evidence provided, Program candidates are having a clear applied, positive impact on children and the learning environment. Only three candidates across the five applications of this assessment did not demonstrate at least a moderate impact on their submitted behavioral case, and many candidates submitted cases that demonstrated exceptionally high positive impact. Only one candidate was unable to demonstrate at least a moderate impact through their academic intervention through either the calculation of  $R^2$  or PND. It has been an ongoing challenge to have the candidates adequately complete the academic cases, and more recently to have them calculate the  $R^2$  statistic. This will be an area of ongoing improvement moving forward. Nevertheless, the results of Assessment 6 are viewed extremely positively by the faculty.

Tables 1-2, 2016 Positive Impact Statistics

***Positive Impact Data for Interns' Academic Intervention Cases***

Candidate	Effect Size	PND	R <sup>2</sup>
1	--	100%	--
2	--	83%*	--
3	--	66.7%	--
4	--	100%	0.78
5	--	100%	0.83
6	--	100%*	0.60*
<b>Cohort Average</b>	--	<b>91.6%</b>	<b>0.74</b>

\*Indicates an average

***Positive Impact Data for Interns' Behavioral or Counseling Intervention Cases***

Candidate	Effect Size	PND	R <sup>2</sup>	% Objectives Achieved
1	--	--	--	100%
2	3.66	100%	--	--
3	--	100%	--	--
4	2.72	100%	--	--
5	2.47	100%	--	--
6	1.71	--	--	--
<b>Cohort Average</b>	<b>2.64</b>	<b>100%</b>	--	<b>100%</b>

Tables 3-4, 2017 Positive Impact Statistics

<b>Positive Impact Statistics, Academic Intervention, 2017 Cohort</b>			
Candidate	R <sup>2</sup>	Effect Size	PND
C1	.99*	--	--
C2	.94*	--	--
C3	.92*	--	--
C4	.3	--	--
C5	.07	--	--
C6	.92*	--	--

<b>Cohort Average</b>	<b>.69</b>	--	--
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\* = Average across intervention points

<b>Positive Impact Statistics, Behavioral Intervention, 2017 Cohort</b>		
Candidate	Effect Size	PND
C1	1.01	--
C2	6.50*	100%
C3	2.98	100%
C4	1.09*	--
C5	1.22	--
C6	2.80	100%
<b>Cohort Average</b>	<b>2.60</b>	<b>100%</b>

\* = Average across intervention points

Tables 5-6, 2018 Positive Impact Statistics

<b>Positive Impact Statistics, Academic Intervention, 2018 Cohort</b>			
Candidate	$R^2$	Effect Size	PND
C1	--	--	100%
C2	.91	--	--
C3	--	--	100%
C4	--	--	100%
C5	--	--	100%
C6	.49*	--	--
C7	.53*	--	--
<b>Cohort Average</b>	<b>.64</b>	<b>--</b>	<b>100%</b>

\* = Average across intervention points

<b>Positive Impact Statistics, Behavioral Intervention, 2018 Cohort</b>		
Candidate	Effect Size	PND
C1	2.25	--
C2	--	100%
C3	2.1	100%
C4	4.74	100%
C5	.33	--
C6	1.29	67%
C7	1.3	--
<b>Cohort Average</b>	<b>2.0</b>	<b>91.75%</b>

\* = Average across intervention points

Tables 7-8, 2019 Positive Impact Statistics

<b>Positive Impact Statistics, Academic Intervention, 2019 Cohort</b>			
Candidate	$R^2$	Effect Size	PND
C1	--	--	100%
C2	.89		
C3	.72*		
C4	.79		
C5	.74*		
<b>Cohort Average</b>	<b>.79</b>	<b>--</b>	<b>100%</b>

\* = Average across intervention points

<b>Positive Impact Statistics, Behavioral Intervention, 2019 Cohort</b>		
Candidate	Effect Size	PND
C1	1.83	100%
C2	3.45	100%
C3	2.4	--
C4	.28	33%
C5	1.1	--
<b>Cohort Average</b>	<b>1.8</b>	<b>77.7%</b>

\* = Average across intervention points

#### 2020 Positive Impact Statistics

Note: No data could be collected for positive impact on student learning due to the Covid-19 pandemic.

#### Tables 9-10, 2021 Positive Impact Statistics

<b>Positive Impact Statistics, Academic Intervention, 2021 Cohort</b>			
Candidate	$R^2$		PND
C1	0.85		75
C2	0.49		100
C3	0.93		75
C4	0.002		100
C5	0.72		100
C6	.		100
C7	0.25		87.5
<b>Cohort Average</b>	<b>0.54</b>		<b>91.1%</b>

<b>Positive Impact Statistics, Behavioral Intervention, 2021 Cohort</b>		
Candidate	Effect Size	PND
C1	17.83	100
C2	3.65	100
C3	1.93	75
C4	2.33	100
C5	6.95	100
C6	2.04	67
C7	2.5	100
<b>Cohort Average</b>	<b>5.32</b>	<b>92%</b>

## **Section IX. Recruitment and Marketing Efforts**

A. Demand for graduates, including specific market trends and indicators for the program  
The National Association of School Psychologists (NASP) recently released a report summarizing the extent of professional shortages (NASP, 2021a). Recommendations for practice ratios include 1 school psychologist (or LSSP) to 500 students. However, observed nationwide ratios trend closer to 1:1,211. The 2021 NASP report specifically highlighted severe shortages of practitioners in rural Texas areas.

An independent analysis of market trends within Texas was conducted in Q1 2021. To conduct the analysis, information was obtained from economicmodeling.com and examined the number of unique job postings for the prior 3 years. Search parameters included postings within the state of Texas, key terms of “LSSP” OR “School Psychology” OR “School Psychologist”, the required minimum experience was set at “Any” and the timeframe set from January 2019 to January 2021. Unique job postings have remained stable since January 2019 with approximately 900-1,500 unique postings for the state each year. The top five Texas cities for job postings included Houston, Austin, Dallas, San Antonio, and Ft. Worth. The median advertised salary identified for these positions was \$76.2k for a 10-month contract.

An analysis of the competitive landscape also conducted using economicmodeling.com, examining comparable graduate programs within Texas revealed nine comparable programs. Of the market share of graduates, our program here at SHSU held the smallest (3.5%) market share of program graduates. However, in reviewing the report generated by economicmodeling.com, we noted that several comparable Texas programs were missing from the list. Therefore, an additional source prepared by NASP was used as an indicator of market analysis. The NASP (2021b) report compares program graduates who have obtained the Nationally Certified School

Psychologist (NCSP) credential for the period of July 1, 2020, to June 30, 2021. In Texas, the NCSP credential is not required for practice; however, students are encouraged to pursue the credential. Further, the minimal passing score required to obtain licensure in Texas is equivalent to the minimal score required to obtain the NCSP credential; therefore, the NCSP report can be viewed as an indicator of the proportion of program graduates from SHSU compared to other programs within Texas. Between July 1, 2020, and June 30, 2021, 62 individuals obtained the NCSP credential from 13 Texas institutions. Of these individuals, 4 (6%) were from SHSU.

Program graduates who have sought employment have been able to obtain employment in the workforce. The following table lists program graduates for the previous years.

Graduation Date	Number of graduates	Number of graduates seeking employment as an LSSP	Employed as an LSSP
2021	7	7	7
2020	7	7	7
2019	5	4*	4
2018	7	7	7
2017	6	6	6
2016	6	3*	3

\*One graduate is currently enrolled in a school psychology doctoral training program while another graduate enrolled in a MA English graduate program. Two other graduates elected to pursue careers in closely related fields (i.e., counseling and behavioral intervention).

#### B. Geographical location from which students come

Most students in the SSP program come from Texas with some students coming from other states such as Florida and Montana.

#### C. Marketing and recruitment efforts and their effectiveness

Recruitment efforts for the program are conducted primarily within the Department of Psychology. These efforts include recruitment at undergraduate psychology clubs and the honor society for psychology majors (i.e., Psi Chi). As a program, we also engage in recruitment efforts at various regional universities. These efforts include recruiting efforts at Texas A&M Commerce, and Texas A&M College Station. The effectiveness of these recruiting efforts is unknown.

#### D. Current markets

Recruitment and marketing efforts are targeted toward individuals who either hold or will be obtaining a bachelor's degree in psychology, education, or a related profession in the southeast region of Texas. However, the pre-requisite of a minimum of 18 credit hours in undergraduate psychology courses, including statistics and research methods was removed during the review period as it was a clear barrier to admitting high-quality applicants who did not have the equivalent of a minor in psychology. Students admitted to the SSP Program receive all the

training they will need to perform admirably as an LSSP in the field upon graduation. Removing the prerequisite barrier allows the Program to admit and train more students for the field, which is predicted to continue to evidence extreme shortages of qualified personnel. A specific, immediate and ethnically diverse market for the Program is SHSU undergraduate students.

#### E. Potential new markets

The SSP Program is interested in making the Program additionally attractive to individuals who live within the greater Houston area. Many of our ethnically, culturally and linguistically diverse applicants have come to us from Houston proper, and commuting time is yet another barrier that the faculty members believe we can ameliorate. We would like to explore the option of teaching an increased number of courses at The Woodlands Center located in The Woodlands, TX, roughly a 40-minute commute from Huntsville. We also would like to explore the option of teaching an additional number of courses in a hybrid format. The Covid-19 pandemic highlighted for us that many, although not all, courses can have at least certain portions of instruction take place through Zoom or other distance learning formats. If the SSP Program seemed more accessible to those individuals living in Houston, it may be possible to recruit, admit and successfully graduate candidates who will work as LSSPs in the greater Houston area.

#### F. Enrollment plan for the next 5 years

The SSP Program intends to maintain its current recruitment efforts, and to improve recruitment in two ways. First, we intend to enhance the “face” of our Program – the Program webpage on the SHSU website. We believe that adding statements reflecting our commitment to current NASP areas of emphasis such as social justice, making current our information and photos, and adding short videos that afford prospective students the opportunity to get to know more about the program, faculty and current students are all important efforts. Additionally, we will work to adjust our course offerings in terms of format and location in order to be increasingly appealing to prospective students in the greater Houston area. Through these efforts, we hope to increase our annual enrollment to a minimum of 12 students each year.

#### G. Alumni and donor relations

A strength of our program is that due to the size, faculty maintain close and ongoing contact with program alumni through various informal channels. These include ongoing tele and electronic communication, program meetings at national and state level professional conferences. Program alumni are asked to address new students in PSYC 5339 – Advanced School Psychology. During these meetings, select alumni have an opportunity to address the class and provide feedback about their training and field-related experiences.

### **Section X. Outreach**

#### A. Service learning or community engaged learning

From their very first semester of enrollment, graduate students in the SSP Program being applying newly acquired knowledge and developing professional skills and dispositions by working in the field in some capacity. During their first year, students complete behavioral and academic intervention cases as well as LSSP shadowing experiences within local school districts. PSYC 5338: Behavioral Consultation has been designated as an Academic and Community Engagement, or ACE, course and PSYC 5370: Academic Assessment and Intervention is undergoing the approval process for this designation. During their second year, students complete individual counseling interventions as well as their final practical experiences (often called an externship) within local school districts. These service learning opportunities for the graduate students also provide a service to the schools and the children with whom our graduate students are working.

### **B. Internships**

As a NASP-approved program, our candidates are expected to complete a full-time, one-year Internship within the school setting. Candidates locate their own Internship sites, which must meet the approval of the SSP Program faculty to ensure the sufficiency of training opportunities. The vast majority of candidates complete their Internship in school districts located in the greater Houston area, but candidates in recent years have begun to branch out and seek opportunities in Austin and Dallas, and even as far away as Seattle, Washington!

### **C. Professional outreach**

In an effort to give back to our tremendously talented field supervisors, the SSP Program faculty try to offer continuing education training as often as possible. It is a future goal to be able to provide this in a consistent manner year after year. Faculty also work with instructional staff at the SHSU Charter school (Allen), and with a local non-profit for literacy support as well as COE for pre-service teachers (Banks).

## **Section XI. Program-specific issues**

### **A. Please list any issues such as licensure, specific accreditation requirements, or other issues uniquely relevant to the program under review**

Matriculation in the SSP program prepares the SSP graduate student to apply for LSSP credential. Specifically, upon graduation, SSP graduates have completed at least 1200 hours during internship and passed the Praxis II – both required to apply for licensure. Recently, the Texas Behavioral Health Executive Council became the governing board over the Texas State Board of Examiners of Psychologists. One change as a result of this new Texas legislative act was to remove the Trainee status year recent SSP program graduates had for additional supervision and completion of the Jurisprudence exam. As of the 2020-2021 school year, SSP students are advised to complete all requirements for licensure *prior* to graduating, including taking and passing the Jurisprudence to increase continuity in school psychology practice after graduation.

## Section XII. Summary

After conducting a thorough self-assessment, the SSP Program faculty have uncovered themes of need and areas of focus as we look to plan for the next ten years of Program growth. These areas of need and/or focus will be discussed in this summary section.

### 1. Solidifying “Anticipating Needs” within the field as the Program’s overarching emphasis

For the immediate future, the SSP Program faculty will need to find a way to balance the recruitment of highly qualified applicants with the expectation of minimizing barriers for these individuals to enter the field. School psychology as a field has consistently not had sufficient numbers of practitioners for years. Within the past five years, this deficit has only grown because of increasing retirements, early retirements related to the Covid-19 pandemic and increasing needs of students. Some admissions barriers have already been addressed, including no longer requiring a minor in psychology undergraduate courses (equivalent of 18 credit hours), no longer requiring courses in both undergraduate statistics and research methods, no longer requiring official transcripts for application review, and allowances for fewer letters of reference written by faculty for those applicants who may not have been in undergraduate courses for an extended period of time. The Program faculty will continue to discuss potential barriers for applicants and work to creatively resolve those obstacles when at all possible.

Unfortunately, the need for LSSPs in Texas, and the nation, is well documented and the deficit of practitioners to fill position openings is becoming ever more dire. As a training program, it is vital that we support the field and continue to expand the numbers of students in our cohorts. Over the past five years we have averaged just over eight students per cohort. In the coming five years we would like to be able to fill a cohort with twelve students per year. Beyond that time, we would like to consistently fill our cohorts. To effectively achieve this goal, the Program will need ample support with recruitment efforts in order to substantially increase our applicant pool. Admission of graduate student cohorts looks very much like a funnel, with the largest number being the number of potential students reached by recruitment efforts. The more people who know about the field and our Program, the more completed applications we will receive. Of those, we will admit a smaller number, and an even smaller number will actually accept our admissions offer and attend. The SSP Program faculty already have a number of ideas related to how we can bolster recruitment efforts, including 1) reinstating the Department’s Fall and Spring graduate program social for Psychology majors, 2) a specific recruitment for the SSP Program that will target interested students regardless of undergraduate major, 3) changing the school psychology undergraduate course to a 3000-level course and attempting to offer it during the Fall and/or Spring semester, and 4) encouraging our graduate student organization to become a bit more active in interacting with PsyChi and Psychology club organizations not only at SHSU but at other local universities that do not have Specialist-level programs.

### 2. Improving infrastructure support for the Program

Continuing and improving Program access to technology will support the training mission of the SSP Program and allow faculty to maintain the exceptional quality of student training currently provided. Being able to demonstrate how students are supported through technology will also help the Program recruit high quality candidates. For example, our students are afforded the opportunity to learn Pearson's Q-interactive testing platform, which uses iPads rather than traditional paper-and-pencil administration methods. We have been supported by the Department, College and University over time to acquire the 20+ iPads needed, but in the Fall 2021 semester we realized that our oldest iPads could no longer update the operating system and were thus no longer able to properly connect to the Q-interactive software. Thus, for our Program and for the Department, there will be renewed technology costs for replacing outdated iPads, replacing outdated/damaged styluses, upgrading iPad cases, etc. Additionally, it would be useful for the SSP Program to have an annual budget related to recurring as well as new expenses to support training in practical skills of individualized assessment, as well as the provision of counseling and academic interventions. Finally, the Department Materials Center, which houses all of the equipment needed to support training in assessment and interventions, is in need of a technology update so that equipment checked out by students can be monitored electronically rather than by paper-and-pencil methods. We would like to point out that just this year the Department purchased a data collection system, Tevera, to help both the Program and our students keep track of their practicum and Internship hours as well as other needed documentation. This has been and will continue to be a tremendous benefit for the Program if it is maintained.

Knowing the SSP Program emphasis of "Anticipating Needs" and improving recruitment, faculty would like to highlight that the Departmental and Program webpages serve as an extremely important tool for student recruitment. We have been trying for years to make improvements to our website and have received little to no University support related to this effort. Other programs, Departments, Colleges and Universities in Texas and across the country have short video clips where faculty talk about their experience and research interests, students answer frequently asked questions about the Program, and facilities and amenities are highlighted. The pictures on our Program webpage, other than faculty photos, are *seven years old*. We need help taking newer photos and making the short videos that will allow our website to be more highly interactive and inviting to potential applicants.

### 3. Revising and potentially expanding the SSP Program curriculum

Years ago now, our SSP Program was granted preliminary authority to develop a Ph.D. program in school psychology. Since that time (Fall 2008), the College tabled the idea of developing a school psychology doctoral program for numerous reasons. With the recent SHSU advancement to the Carnegie ranking of R2: High Research activity, now is perhaps a good time to consider how we might achieve the launch of a school psychology doctoral program. The Program will have two full-time tenured faculty at the conclusion of this year, and anticipates three full-time faculty at the conclusion of the 2022-2023 academic year. We hope to be successful in the hire of our fourth full-time dedicated faculty member this year. Sufficient Program faculty (i.e., 5 full-time) with additional affiliated faculty from the Clinical Ph.D. Program could be in place.

Our SSP Program faculty have begun to make adjustments to all of the Program assessment documents in preparation for the next Program CAEP accreditation/NASP approval cycle. NASP released updated training *Standards* since the time of our most recent accreditation and approval. Thus, faculty are working to update each assessment document to reflect any changes to the *Standards*. Additionally, faculty are attempting to incorporate feedback from field supervisors and recent graduates related to the design and user-friendliness of rating documents. Importantly, the SSP Program faculty would **very much** like to align the coming professional accreditation review with the review cycle for the TSUS coordinating board. This would streamline the efforts of the SSP Program faculty related to external reviews of Program sufficiency.

Ultimately, we the SSP Program faculty are proud of the education received by our candidates! Supervisors in the field are always quick to tell us how much they look forward to working with our practicum students and Interns and how well they are prepared for their work in the field. Our graduates also inform us about how they appreciate the level of quality training they received and how it compared to other Interns' training. We utilize our system of Program Assessments to continually monitor and revise the Program. This summary lists numerous items of need that, if met, will only enhance and improve the already high quality of training graduate candidates are receiving in the Specialist in School Psychology Program.

**APPENDIX A**  
**FACULTY VITAE**

**Justin P. Allen, Ph.D., NCSP, LSSP**

**Courtney S. Banks, Ph.D., LSSP**

**James W. Crosby, Ph.D., NCSP, LSSP**

**Ramona M. Noland, Ph.D., NCSP, LSSP**

## CoA Abbreviated Curriculum Vitae

**Name:** Justin Allen

**Academic rank:** Full Professor ☐ Associate Professor ☐ Assistant Professor ☒ Other:

**Tenured:** Yes ☐ No ☒ Does not apply ☐ **Year of appointment:** 2017

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**Highest Degree Earned:** Ph.D. ☒ Psy.D. ☐ Ed.D. ☐ Other:

**Date of Degree:** 2016 **Institution/Program Name:** The University of Kansas

**Area of Degree (e.g., Clinical, School):** School

**APA/CPA Accredited:** No ☐ Yes ☒ N/A ☐

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**Psychology Internship Completed:** No ☐ Yes ☒ N/A ☐ **Year:** 2014

**Name of Program:** Unified School District 453, Leavenworth, KS

**Type of Setting:** School and Community Agency

**APA/CPA Accredited:** No ☒ Yes ☐

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**Psychology Postdoctoral Residency Completed:** No ☐ Yes ☒ N/A ☐ **Year:** 2020

**Name of Program:** Sam Houston State University **Type of Setting:** University

**APA/CPA Accredited:** No ☒ Yes ☐

**Psychology Licensure:**

Psychology Licensure: No0 Yes1 State(s)/Province(s): Texas

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**Board Certified by ABPP:** No ☒ Yes ☐ **Specialty:**

**Currently listed in National Register and/or Canadian Register?** No ☒ Yes ☐

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Selected Peer-Reviewed Publications in Last 7 Years (List chronologically using APA format for bibliographic citations):

Allen, J. P. & Roberts, M. T. (2021). Practices and perceptions in manifestation determination reviews. *School Psychology Review*. Advance online publication

<https://doi.org/10.1080/2372966X.2021.1916781>

Billeiter, K. B., Froiland, J. M., Allen, J. P., & Hajovsky, D. B. (2021). Neurodiversity and intelligence: Evaluating the Flynn effect in children with autism spectrum disorder. *Child Psychiatry & Human Development*. Advance online publication

<https://doi.org/10.1007/s10578-021-01175-w>

Allen, J. P. (2021). The school psychologists' role in manifestation determination reviews: Recommendations for practice. *Journal of Applied School Psychology*. Advance online publication. <https://doi.org/10.1080/15377903.2021.1895396>

Dart, E. H., Radley, K. C., Mason, B. A., & Allen, J. P. (2018). Addressing escape-maintained behavior for students with developmental disabilities: A systematic review of school-based interventions. *Psychology in the Schools*, 55(3), 295-304.

<http://onlinelibrary.wiley.com/doi/10.1002/pits.22108/full>

Selected Presentations to Professional/Scientific Groups in Last 7 Years (List chronologically using APA format for bibliographic citations):

- Allen, J. P. Roberts, M. T. (2022, February). *Manifestation determination reviews: An examination of federal cases*. Paper accepted for presentation at the annual convention of the National Association of School Psychologists, Boston, MA.
- Billeiter, K. B., Froiland, J. M., Allen, J. P., Hajovsky, D. B. (2021, February). *Neurodiversity and intelligence: The Flynn effect in children with autism*. On demand session presented at the annual National Association of School Psychologist conference.
- Allen, J. P. (2020, October). *Assessment and decision-making practices in manifestation determination reviews*. Invited paper session accepted for presentation at the annual fall convention of the Northwest Regional School Psychology Conference, Spokane, WA.
- Billeiter, K. B., Allen, J. P., Hajovsky, D. B., Bonifay, W., Shim, H., & Mason, B. A. (2019, July). *The Flynn effect in populations with autism*. Poster session presented at the annual International School Psychology conference, Basel, Switzerland.
- Allen, J. P., Lee, S. W., Skorupski, W. P., & Lunn, J. B. (2018, February). *Consultee outcomes in learning the problem-solving process*. Poster session presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Mason, B. A., Dart, E., Radley, K., Allen, J. P., & Thompson, T. (2017, February). *Intervening for Escape-Maintained Behavior in Schools*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Selected Funded Research Grants or Training Contracts in Last 7 Years (Include funding source, duration of funding, total direct costs):

Other Professional Activities in Last 7 Years (Include leadership activities/roles in state/provincial, regional or national professional organizations):

**National and International**

*Reviewer*

- *Journal of School Psychology* – Editorial Board Member (2020-present)
- *School Psychology Review* – Editorial Board Member (2020-present)
  - Student Advisory Board Mentor
    - Kenzie B. Billeiter (2020-2022)
    - Matthew T. Roberts (2020-2022)
- *Journal of Psychoeducational Assessment* – Reviewer (2019-present)
- *Psychology in the Schools* – Reviewer (2021-present)
- *School Psychology* – Statistical reviewer (2021-present)
- *School Psychology International* – Reviewer (2021-present)
- *School Mental Health* – Reviewer (2018-present)

**Regional**

SHSU Charter School: Threat Assessment Team – *Advisor*

SHSU Charter School: District Safety and Security Committee – *Member*

Sam Houston Association of School Psychologists – *Graduate Advisor*

Texas Association of School Psychologist Newsletter – *Contributor*

### CoA Abbreviated Curriculum Vitae

**Name:** Courtney Banks

**Academic rank:** Full Professor ☐ Associate Professor ☒ Assistant Professor ☐ Other:

**Tenured:** Yes ☐ No ☒ Does not apply ☐ **Year of appointment:** 2016

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**Highest Degree Earned:** Ph.D. ☒ Psy.D. ☐ Ed.D. ☐ Other:

**Date of Degree:** 2016 **Institution/Program Name:** Texas A&M University – College Station, Texas

**Area of Degree (e.g., Clinical):** School

**APA/CPA Accredited:** No ☐ Yes ☒ N/A ☐

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**Psychology Internship Completed:** No ☐ Yes ☒ N/A ☐ **Year:** 2016

**Name of Program:** Dallas Independent School District **Type of Setting:** School

**APA/CPA Accredited:** No ☐ Yes ☒

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**Psychology Postdoctoral Residency Completed:** No ☒ Yes ☐ N/A ☐ **Year:**

**Name of Program:** **Type of Setting:** **Area of Emphasis:**

**APA/CPA Accredited:** No ☐ Yes ☐

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**Psychology Licensure:** No ☐ Yes ☒ **State(s)/Province(s):** Texas

**Board Certified by ABPP:** No ☒ Yes ☐ **Specialty:**

**Currently listed in National Register and/or Canadian Register?** No ☒ Yes ☐

**If the program under accreditation review is not your primary work site, please provide name of primary work site/institution, position title, and type of setting here:**

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Role(s) in program under accreditation review, instructor for PSYC 5379, 6396, 6397, 5380 courses

If instruction for students in program is part of your role, briefly describe competence and credentials to oversee learning and/or to teach in this area(s): I am a Licensed Specialist in School Psychology and received training in my specialist and doctoral programs on ethics, assessment, consultation, intervention, and therapy. I study the interaction of home and school systems in promoting a positive school climate. Specifically, my research agenda surrounds fostering equity in home and school partnerships, the influence of parent academic and behavior socialization, youth social and emotional development, effectiveness of anti-bullying initiatives, and applying culturally responsive practices in academic and behavior interventions.

Selected Peer-Reviewed Publications in Last 7 Years (List chronologically using APA format for bibliographic citations):

**Banks, C. S., Blake, J. J., & Lewis, K. (2020).** Collaborating with Parents to Increase Proactive Bystander Messages. *Professional School Counseling*. doi: <https://doi.org/10.1177/2156759X20912741>

**Banks, C., Hsiao, Y., \*Gordon, R., & Bordelon, M. (2019).** High school response to intervention and college academic self-efficacy: Influence of intervention experiences. *Journal of College Student Retention: Research, Theory & Practice*. 1-13. doi: 10.1177/21521025118821057

Pulido, R. A., **Banks, C.**, Ragan, K., Pang, D., Blake, J., McKyer, L. (2019). The impact of school bullying on physical activity in overweight youth: Exploring race and ethnic differences. *Journal of School Health*, 89, 319-327.

Williams, A. J., **Banks, C.S.**, & Blake, J. J. (2018). High school bystanders motivation and response during bias-based bullying. *Psychology in the Schools*, 55, 1259-1273.  
Smith, L. V., Blake, J. J., Graves, S. L., Vaughan-Jensen, J. E., Pulido, R., & **Banks, C.** (2016). Promoting diversity through program websites: A multicultural content analysis of School Psychology program websites. *School Psychology Quarterly*, 3, 327-339.

Blake, J. J., **Banks, C. S.**, Patience, B. A., & Lung, E. M. (2014). School-Based mental health professionals' bullying assessment practices: A call for evidence-based bullying assessment guidelines. *Professional School Counseling*, 18, 136-147.

Selected Presentations to Professional/Scientific Groups in Last 7 Years (List chronologically using APA format for bibliographic citations):

Ditsky, M., Vendl, J., Arnemann, K., & **Banks, C.** (2021, November). *The Practices of Psychology* [Panel presentation]. Texas Psychological Association Annual Conference, Austin, TX.

**Banks, C.**, Henderson, C., Phillips, J., Salami, T., & Henriksen, R. (2021, March). Contemporary History and Psychology in Texas: Understanding Mental Illness Within the Black Community, 1970-2020. Symposium presented at the annual conference of the Texas State Historical Association, Virtually presented.

Venta, A., Anderson, J., **Banks, C.** Ratcliff, C., & Salami, T. (2018, November). *The effects of trauma on mental and physical health in special populations*. Workshop presented at the Texas Psychological Association Annual Convention. Frisco, TX.

**Banks, C. S.** (2017, November). *Maximizing parental involvement in secondary school behavior interventions*. Miniskills presentation at the Texas Association of School Psychologists Annual Conference. Dallas, TX.

**Banks, C. S.,** Blake, J. J. (2017, February). *Promoting proactive responses: Parental factors influencing socialization of bystander behaviors*. Paper presentation presented at the National Association of School Psychologist Annual Convention. San Antonio, TX.

Selected Funded Research Grants or Training Contracts in Last 7 Years (*Include funding source, duration of funding, total direct costs*): Sam Houston State University Individual Research Grant Recipient (\$3,000) – March 2021 - March 2022

Other Professional Activities in Last 7 Years (Include leadership activities/roles in state/provincial, regional or national professional organizations):

Texas Psychological Foundation Board – Member

Texas Association of School Psychologists – Social Justice Committee Member

### **CoA Abbreviated Curriculum Vitae**

**Name:** James W. Crosby

**Academic rank:** Full Professor ☒ Associate Professor ☐ Assistant Professor ☐ Other:

**Tenured:** Yes ☒ No ☐ Does not apply ☐ **Year of appointment:** 2008

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**Highest Degree Earned:** Ph.D. ☒ Psy.D. ☐ Ed.D. ☐ Other:

**Date of Degree:** 2008 **Institution/Program Name:** Oklahoma State University

**Area of Degree (e.g., Clinical):** School

**APA/CPA Accredited:** No ☐ Yes ☒ N/A ☐

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**Psychology Internship Completed:** No ☐ Yes ☒ N/A ☐ **Year:** 2008

**Name of Program:** Devereux Foundation **Type of Setting:** Residential Treatment Facility

**APA/CPA Accredited:** No ☐ Yes ☒

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**Psychology Postdoctoral Residency Completed:** No ☒ Yes ☐ N/A ☐ **Year:**

**Name of Program:** **Type of Setting:** **Area of Emphasis:**

**APA/CPA Accredited:** No ☐ Yes ☐

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**Psychology Licensure:** No ☐ Yes ☒ **State(s)/Province(s):** Texas

**Board Certified by ABPP:** No ☒ Yes ☐ **Specialty:**

**Currently listed in National Register and/or Canadian Register?** No ☒ Yes ☐

**If the program under accreditation review is not your primary work site, please provide name of primary work site/institution, position title, and type of setting here:**

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Role(s) in program under accreditation review (consistent with what is reported in Table 14:  
Instructor for PSYC 5394 and PSYC 5330 courses

If instruction for students in program is part of your role, briefly describe competence and credentials to oversee learning and/or to teach in this area(s): My training as a school psychologist emphasized psychodiagnostics, assessment, consultation, psychotherapy, and psychometrics/statistics. Much of my research involves psychometrics (e.g., scale construction, factor analysis).

Selected Peer-Reviewed Publications in Last 7 Years (List chronologically using APA format for bibliographic citations):

Schmidt, A. T., \*Camins, J. S., Henderson, C. E., Christensen, M. R., Magyar, M. S., **Crosby, J.**, Boccaccini, M. T. (2021). Identifying the contributions of maternal factors and early childhood externalizing behavior on adolescent delinquency. *Child Psychiatry and Human Development*, 52(4), 544-553. <https://doi.org/10.1007/s10578-020-01040-2>

\*Bailey, C. A., Venta, A., **Crosby, J.**, Jorge, V., & Boccaccini, M. (2019). The effect of unpreparedness for immigration court on psychopathology. *Journal of International Migration and Integration*, 20(2), 419-435. doi: 10.1007/s12134-018-0614-9

\*Cabeldue, M., Cramer, R. J., Kehn, A., **Crosby, J. W.**, & Anastasi, J. (2018). Measuring attitudes about hate: Development of the hate crime beliefs scale. *Journal of Interpersonal Violence*, 33, 3656-3685. doi: 10.1177/0886260516636391

\*McKenzie, S. M., & **Crosby, J. W.** (2017). Examining factors influencing sentencing decisions in school shootings. *Journal of Aggression, Conflict and Peace Research*, 9, 38-49. doi: 10.1108/JACPR-10-2015-0193

Selected Presentations to Professional/Scientific Groups in Last 7 Years (*List chronologically using APA format for bibliographic citations*):

**Roberts, J., Sanford, G., & Crosby, J. (December, 2020).** *Thinking critically about equity in critical thinking skills: An examination of student critical thinking, intellectual humility, and metacognitive skills by race and gender.* Paper presented at SACSCOC 2020 Annual Conference (Virtual).

**Henderson, C. E., \*Anderson-White, E., \*Frampton, A., +Mellenkamp, K., +Krembuszewski, B., Smith, T., Stallard, C., Duane, C., Crosby, J., & Henderson, S. (2019, August).** *Daily variation in spiritual experiences and relation with life satisfaction among emerging adults.* Poster presented at the annual conference of the American Psychological Association, Chicago, IL.

Henderson, C., Stallard, E. C., Frampton, A., Smith, T., Commey, D., Barrow, C., Duane, M., Henderson, S., **Crosby, J.** (2018). Examining Life Satisfaction and Alcohol Use Through Individual Variation in Daily Religious and Spiritual Activities. Poster presented at the Southwestern Psychological Association, Houston, TX, April, 2018.

\*Camins, J., Henderson, C., Magyar, M., Schmidt, A., **Crosby, J.**, & Boccacini, M. (2017). *Adolescent behavior typing in at-risk youth: Validation using a latent variable approach.* Paper presented at the 2017 Annual Convention of the American Psychology and Law Society.

Selected Funded Research Grants or Training Contracts in Last 7 Years (*Include funding source, duration of funding, total direct costs*): None

Other Professional Activities in Last 7 Years (*Include leadership activities/roles in state/provincial, regional or national professional organizations*): None

### CoA Abbreviated Curriculum Vitae

**Name:** Ramona M. Noland

**Academic rank:** Full Professor ☐ Associate Professor ☒ Assistant Professor ☐ Other:

**Tenured:** Yes ☒ No ☐ Does not apply ☐ **Year of appointment:** 2003

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**Highest Degree Earned:** Ph.D. ☒ Psy.D. ☐ Ed.D. ☐ Other:

**Date of Degree:** 1997 **Institution/Program Name:** The University of Tennessee, Knoxville  
**Area of Degree (e.g., Clinical):** School

**APA/CPA Accredited:** No ☐ Yes ☒ N/A ☐

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**Psychology Internship Completed:** No ☐ Yes ☒ N/A ☐ **Year:** 1997

**Name of Program:** Tennessee Internship Consortium **Type of Setting:** School and Community Agency  
**APA/CPA Accredited:** No ☒ Yes ☐ (At the time it was APPIC listed in prep for APA Accreditation)

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**Psychology Postdoctoral Residency Completed:** No ☒ Yes ☐ N/A ☐ **Year:**

**Name of Program:** **Type of Setting:** **Area of Emphasis:**

**APA/CPA Accredited:** No ☐ Yes ☐

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**Psychology Licensure:** No ☐ Yes ☒ **State(s)/Province(s):** Texas

**Board Certified by ABPP:** No ☒ Yes ☐ **Specialty:**

**Currently listed in National Register and/or Canadian Register?** No ☒ Yes ☐

**If the program under accreditation review is not your primary work site, please provide name of primary work site/institution, position title, and type of setting here:**

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Role(s) in program under accreditation review (consistent with what is reported in Table 14: During the time of review Dr. Noland was the instructor for PSYC 5395 and PSYC 6371.

If instruction for students in program is part of your role, briefly describe competence and credentials to oversee learning and/or to teach in this area(s): My training as a school psychologist emphasized psychometrics and applied individualized testing skills. I conduct research related to both the use of such instruments as well as the pedagogy employed at the graduate level. I also continue to conduct evaluations part-time each year to keep up my clinical skills.

Selected Peer-Reviewed Publications in Last 7 Years (*List chronologically using APA format for bibliographic citations*):

Boccaccini, M. T., Noland, R. M., Kan, L., & Rufino, K. A. (2017). Psychopathic traits and correctional-staff ratings of offender adaptive functioning. *Crime and Human Behavior*, 1, 85-94.

**Noland, R.M.** (2017). Intelligence Testing Using a Tablet Computer: Experiences with Using Q-interactive. *Training and Education in Professional Psychology*, 11(3), 156-163.

Boccaccini, M.T., Kan, L., Rufino, K., **Noland, R.M.**, Young-Lundquist, B.A., & Canales, E. (2016). Correspondence between correctional staff and offender ratings of adaptive behavior. *Psychological Assessment*, 28, 1608-1615. 10.1037/pas0000333

Gemberling, T.M., Cramer, R.J., Miller, R.S., Stroud, C.H., **Noland, R.M.**, & Graham, J. (2015). Lesbian, gay, and bisexual identity as a moderator of relationship functioning after sexual assault. *Journal of Interpersonal Violence*, 30, 3431-3452.

Selected Presentations to Professional/Scientific Groups in Last 7 Years (*List chronologically using APA format for bibliographic citations*):

**Noland, R.M.**, Bankston, A., Loeza, S., & Knight, B. (August, 2020). *Recording verbal responses with Q-interactive: Investigating keyboard use equivalency*. Poster presented at the annual meeting of the American Psychological Association, virtual format.

**Noland, R.M.**, Yenne, E., & Maloney, K. (February, 2019). *Recording verbal responses with Q-interactive: Investigating keyboard use equivalency*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

**Noland, R.M.**, Schiafo, M., & Francis, J. (2018, August). *Training impact of learning WAIS-IV administration by Q-interactive versus traditional methods*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Yenne, E., Miller, R., Gemberling, T., Lawrence, J., Henderson, C., & **Noland, R.** (2017, January). *Use your imagination: Pornography use, attention to relationship alternatives, and relationship satisfaction*. Poster presented at the meeting of the Society of Personality and Social Psychology, San Antonio, Texas.

**Noland, R.M.**, Crosby, J.W., & Besser, J. (2016, August). *Conceptualizing and Assessing Workplace Bullying in Higher Education*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

**Noland, R.M.** & Besser, J. (2016, February). *Experiences with Using Q-interactive in Graduate Training*. Poster presented at the annual meeting of the Trainers of School Psychologists, New Orleans, LA.

Selected Funded Research Grants or Training Contracts in Last 7 Years (*Include funding source, duration of funding, total direct costs*): None

Other Professional Activities in Last 7 Years (*Include leadership activities/roles in state/provincial, regional or national professional organizations*): None

**APPENDIX B**  
**CURRENT STUDENT POLL**



## Survey

This survey is part of a program review for the Specialist in School Psychology program used to identify programmatic strengths and weaknesses. Please respond openly and honestly.

My race/ethnic identity is:

American Indian or Alaskan Native  
Asian  
Black or African American  
Native Hawaiian or Other Pacific Islander

White

Hispanic or Latino/a

My race/ethnic identity is multiheritage. If applicable, please specify:

Current Age. Please list as a numerical value (e.g. 22).
<div></div>

My gender identity is:

Male

Female

Non-binary / third gender

Gender variant

Prefer not to answer

Are you a first-generation student? (Neither your parents nor your grandparents attended a 4-year institution.)

No

Yes

Are you a first-generation graduate student? (Neither your parents nor your grandparents attended a graduate institution.)

No

Yes

Enrollment Status

Full-time

Part-Time

Overall, how well is the quality of instruction in the SSP program?

Extremely well

Very well

Moderately well

Slightly well

Not well at all

Overall, instructors in my program are accessible to students.

Strongly agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Strongly disagree

Overall, instructors in my program are responsive to students' educational needs.

Strongly agree Somewhat agree Neither agree nor disagree

Somewhat disagree Strongly disagree

How effective is the teaching within the SSP program?

Extremely effective Very effective Moderately effective Slightly effective Not effective at all

The coursework within the SSP program is rigorous.

Strongly agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Strongly disagree

Fairness of the grading procedures at this university?

Extremely fair Moderately fair Slightly fair

Neither fair nor unfair Slightly unfair Moderately unfair Extremely unfair

Fairness of the advising procedures at this university?

Extremely fair Moderately fair Slightly fair

Neither fair nor unfair Slightly unfair Moderately unfair Extremely unfair

The courses I have taken so far have provided an opportunity for me to learn the skills necessary to be successful in my post-graduate career.

Strongly agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Strongly disagree

I have a good idea of the jobs for which I will be qualified for after I have completed this program.

Strongly Agree

Somewhat agree

Neither agree nor disagree Somewhat disagree

Strongly disagree

Have you completed a practicum or internship experience?

Yes No

My field experiences aligned with the goals of the training program.

Strongly agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Strongly disagree

I received adequate supervision from my field-based supervisor.

Extremely adequate

Somewhat adequate

Neither adequate nor inadequate Somewhat inadequate Extremely inadequate

My field-based supervisors were competent and helpful in developing my professional expertise.

Strongly agree

Agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

Ease in registering for courses at this university?

Extremely easy Moderately easy Slightly easy

Neither easy nor difficult Slightly difficult Moderately difficult Extremely difficult

The course sequence required to complete my degree is clear and predictable.

Strongly agree

Agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

Should I have questions regarding my course sequence, I know who I should contact in order to resolve my concern.

Strongly agree

Agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

Courses within my program are available and provide the opportunity to allow me to graduate on time.

Strongly agree

Agree

Somewhat agree

Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

I was prepared to take the required licensure exams because of my coursework and practicum experiences.

Strongly agree

Agree

Somewhat agree Neither agree nor disagree
--

Somewhat disagree Disagree  
Strongly disagree

SHSU-based scholarships are easy to identify and apply for.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

I understand how to obtain assistance for financial aid such as student loans, should I need it.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

I have/ had a graduate assistantship within the Psychology and Philosophy Department.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

I have/ had a graduate assistantship within the College of Humanities and Social Sciences.

Strongly agree  
Agree

Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

I have/ had a graduate assistantship in a college outside of CHSS.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

SHSU offers sufficient technology-based resources.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

Faculty and staff in administrative roles at SHSU are accessible to students if needed.

Strongly agree  
Agree  
Somewhat agree  
Neither agree nor disagree Somewhat disagree Disagree

Strongly disagree

Overall, how satisfied are you with your experience with the SSP program?

Very Satisfied Satisfied Somewhat Satisfied Neutral

Somewhat Dissatisfied

Dissatisfied Very Dissatisfied

How likely are you to recommend this university to a friend or colleague?

Extremely unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely  
Extremely likely

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